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ABSTRACT

This number of a journal devoted to ideas for teachers of English as a second language (ESL) contains the following articles: (1) "Teaching Grammar as Part of Meaningful Communication" by Raphael Gefen, (2) "Does the School Have a Role to Play in Teaching Environmental Awareness?" by Ora Herzog, (3) "Identifying with Jewish Traditions in the English Lessons" by Miriam Kishon and Rivka Lustig, (4) "Jewish Holidays and the English Lesson" by Kitty Stern, (5) "Fostering Good Handwriting in Schools" by Leila Bet-El, (6) "Television and Rehabilitative Teaching" by Helen Levenston, (7) "English Teaching in the Arab Schools" by Alexander Nahas, (8) "A New Suggestion for the Bagrut Oral Test" by Penny Ur, (9) "Composition--Approaches and Evaluation (Part I)" by Hassida Stern, (10) "Setting Up a Resource Center" by Boaz Sarig, (11) "Starting a High School English Department" by Maxine Liptzen-Dorot, (12) "A Suggested Syllabus for Native Speakers of English" by Erica Garb, (13) "Another Way to Literature" by Asher Harris, (14) "A Check List for Tests as Measuring Devices" by Michael Toben, and (15) "Teaching Materials for Initial Reading" by Elite Olshtain. (JB)

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Pedagogical Secretariat — English Inspectorate

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ENGLISH TEACHERS' JOURNAL (Israel)

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

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Number 25

July 1981

עלון למורים לאנגלית, מס' 25, תמוז תשמ"א, יולי 1981

ENGLISH TEACHERS' JOURNAL (Israel)

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Teachers of English are invited to write short articles, reports and letters to the editor. Please write to "English Teachers' Journal", English Inspectorate, Ministry of Education and Culture, Jerusalem, 91911.

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The "ENGLISH TEACHERS' JOURNAL (Israel)" is published by the English Inspectorate, Ministry of Education and Culture, Jerusalem 91911, Israel, to whom all correspondence should be addressed.

Back copies of issue 24 (December 1980) can be obtained, price 9 shekels, from שרות ההפצה, משרד הבטחון, רח' דוד אלעזר מס' 25, הקריה, תל־אביב 67673.

All previous issues are now out of print.

INFORMATION FOR ENGLISH TEACHERS

New Bagrut programme: further clarification

As specified in the "Director-General's Bulletin" of March 1981, the new 1983 Bagrut programme in English will be as follows:

A. The new Bagrut programme in English will be in force as from the Summer 1983 examination date; until that date the current programme will be in force.

B. The new Bagrut examinations will be on TWO levels:

1. An EXTERNAL examination, value 3 points, which will test Language Proficiency only, and a compulsory INTERNAL examination, value 1 point, based on Reading literary texts — "קריאת טכסטים ספרותיים תכנית מצומצמת"; pupils in Technical or Agricultural schools and Trends may study Technical texts instead ("קריאת טכסטים טכניים").
2. An EXTERNAL examination, value 4 points, which will test Language Proficiency only, and a compulsory INTERNAL examination, value 1 point, based on Reading literary texts — "קריאת טכסטים ספרותיים תכנית מורחבת" — Both the External and the Internal examinations at this level wtll be more extensive and on a higher level than the examinations at the 3-point EXTERNAL and the 1-point INTERNAL "תכנית מצומצמת" level.

C. A pupil needs a minimum of 20 points to obtain his Bagrut certificate; only the EXTERNAL examinations mentioned above may be counted towards this total.

D. The English Committee of the Ministry of Education and Culture will shortly publish the following:

1. the syllabus for Reading texts, from which teachers will choose the texts to be studied for the Internal examinations in their school;
2. full details of the Language Proficiency (External) examinations;
3. full details of the Internal examination in Technical texts.

External students, sitting for the External Bagrut, will be examined in the 3 and 4 points External examinations only, i.e. they will have no examination in Reading Literary texts.

The New Literary Texts Syllabus

The English Committee of the Ministry of Education and Culture has been holding a series of meetings to consider widening the list of literary texts to be read for the new Internal examinations from Summer 1983. It has been decided that there will be no list of set texts for non-fiction prose, and teachers may choose any articles/essays they wish. Teachers are particularly requested to choose non-fiction items relevant to the interests of the class (e.g. scientific texts), in consultation with the subject teachers concerned. As for the drama, poetry and fiction programme, a new list will be published shortly. ALL ITEMS ON THE CURRENT LIST WILL BE INCLUDED IN THE NEW LIST, AND THERE WILL BE A NUMBER OF NEW ITEMS AS WELL.

Weaker Pupils in Secondary Schools

Special attention is now being paid to weaker pupils in secondary schools (especially but not exclusively in Vocational Trends learning in the Practical מסמ"ם and the Regular מסמ"ר Trends), with a view to producing a differential syllabus for these pupils and encouraging the publication of special textbooks aimed at this level. As an initial step, a survey of expectations and achievements is now being conducted in a random sample of "Practical" and "Regular" classes in Grade 11. These classes are being tested on a scale of achievements; these tests will be completed by the Summer so that during the next school year an appropriate syllabus can be formulated. These are pupils who are currently not being examined at all in English at the end of their school career.

New Guide to the GEMER examinations and syllabus

For pupils at a somewhat higher level, but not at BAGRUT level, a new Guide for teachers preparing pupils for the GEMER (2 point) level examinations has now been published and is available from

שרות ההפצה, משרד הבטחון, רח' דח אלעזר 25, הקריה, תל־אביב 67673.

The title of the book is "THE TWO POINT ("GEMER") EXAMINATION IN ENGLISH" but please order according to the title in Hebrew "בחינות גמר באנגלית" price 11.5 shekels including postage. The contents are: Examination Requirements for the Two-Point Examination in English, a Suggested Syllabus for the Two-Point Programme (Aims, Language Skills, Language Activities), and a collection of past examination papers, 1976-1980. The Two-Point examination is at the Gemer NOT the Bagrut level and these two points are NOT counted

as part of the points required for the Bagrut certificate (except for new immigrant pupils — see below). The categories of pupils sitting for this examination are:

a) pupils in Technical and Agricultural schools sitting for the "Secondary School Leaving Certificate in Technical Schools" מסמ"ת-גמר; this examination is obligatory for pupils in the Technical Trends and in the Secretarial-Tourism Trend, but is optional for pupils in the other non-Technical Trends. The examination is externally set and externally graded and is accompanied by an INTERNAL test (internally set and graded) in Reading comprehension in the special English learnt in that Trend and in oral proficiency and listening comprehension. This Internal test must be approved by the English Inspectorate.

b) pupils in "Academic" and "Comprehensive" schools, who sit for the same examination, which is externally set but internally graded; in addition, there is an internal oral proficiency test and listening comprehension test.

c) students in Teachers' Colleges or about to enter Teachers' Colleges may sit for this examination (externally set and graded; there is no internal examination component at all) for all Teacher-Training trends except for students intending to teach in the Intermediate Division.

d) new immigrant pupils who began studying in Israel in Grade 9 or above may sit for this examination and have it included in the number of points required for the BAGRUT certificate, on condition that till Grade 9 at least they were studying in non-English-speaking countries and that they be examined in the BAGRUT examination in another language (e.g. their mother-tongue) at the level required for the BAGRUT.

In general, the level of achievement expected for pupils sitting for this examination is that laid down in the Curriculum as appropriate for the end of Grade 9, with the stress on vocabulary acquisition rather than on grammatical structures. The examination consists of a Reading Comprehension passage (multiple-choice or guided answers in English), a second Reading Comprehension passage (open-ended answers in Hebrew or Arabic) and language exercises.

Language Exercises in the Bagrut Examination

As a further step towards contextualized language exercises fostering communicative competence, the "Interrogative" exercise in the Bagrut examination has been changed from the format whereby examinees were instructed to form questions from the underlined words in the given answers to a dialogue format of a series of related questions and answers: the examinee has to fill in the questions.

English and Arabic in Grade 4

The Pedagogical Secretariat of the Ministry of Education and Culture is conducting a survey of a sample of Grade 4 classes where both English and Arabic are simultaneously begun, in order to see whether any interference occurs as a result of starting two foreign languages at the same time. Teachers of English and of Arabic are being asked whether they have encountered instances which in their opinion indicate interference between the two languages and, if so, whether this interference is in vocabulary (i.e. the pupil produces a word in Arabic instead of in English or vice versa) or pronunciation (the pupil pronounces an English word in an Arabic pronunciation or vice versa) and to what extent. Teachers are also being asked their opinion regarding simultaneously beginning two foreign languages, English and Arabic, in Grade 4.

Teaching English in the Primary School, Grades 1—3

English is part of the compulsory curriculum from Grade 5, but as part of the Pedagogical Initiative programme schools are allowed if they wish to begin English in Grade 4. The Primary School Education Committee of the Ministry and the English Inspectorate are interested that schools in socially-disadvantaged areas take advantage of this Pedagogical Initiative and begin English in Grade 4 as a kind of "Headstart" programme to provide more TIME (an extra year) for the SAME ACHIEVEMENTS (i.e. no change in the curriculum). Thus, the programme for Grade 5 can be covered in Grade 5 or can be covered in Grades 4 and 5 together.

However, a number of schools have begun, through the pressure of various interested parents, teaching English in Grades 2 and 3. The Miinstry of Education and Culture opposes this practice and has decided (Director-General's Bulletin, February 1981) not to allow teaching English in these young Grades, on the following grounds :

1. no long-term advantage is gained from the very early beginning of a FOREIGN LANGUAGE under SCHOOL CONDITIONS (i.e. as distinct from the massive exposure of a SECOND LANGUAGE learnt under NATURAL CONDITIONS), and pupils who begin later will soon catch up, probably within two or three years, with those who began earlier ;
2. classes in these age groups should spend school time in activities more appropriate to their age, such as the development of mother-tongue skills, music, nature study, physical education activities, etc. ;
3. the Ministry of Education and Culture opposes the use of specialist subject-teachers in these classes, and holds that the class-teacher should teach all subjects.

New Publications for Vocational Trends

The Institute for Teaching Aids, in conjunction with the Technological Department of the Ministry of Education and Culture, has now issued three titles in the "English Practice for You and Me" series by Shlomo Carlebach. These titles are suitable for very weak classes in Vocational schools and can be used independently or as supplements to textbooks. The titles are:

"MECHANICS", price 10.30 shekels (post paid 12 shekels)
"MATERIALS AND TOOLS", price 11.50 shekels (post paid 13 shekels)
"NUMBERS", price 9.40 shekels (post paid 11 shekels).

The books are available from the Distribution Department, Institute for Teaching Aids, Rehov Mohilever 26, Tel Aviv, 65253 (המכון לאמצעי הוראה), Telephone: 03-650291.

ENGLISH NEWSPAPERS FOR SCHOOLS

English News and Junior English News
P.O.B. 3349, Jerusalem 91 033,Tel. 02-532491

Now ending their eighth year of publication, ENGLISH NEWS and JUNIOR ENGLISH NEWS are monthly newspapers in simplified English. EN is usually for the 10th, 11th and 12th grades, while JEN is ordinarily for the 8th, 9th and 10th grades. English teachers ordering for a minimum of 10 pupils receive a free teacher's copy and a free "Teacher's Guide" suggesting exercises and questions on the articles.

Pupils read in EN and JEN about current events, controversial issues, Jewish holidays, Arab affairs, sports, pop music, television shows and films. The crossword puzzles, mini-mysteries, "Consumer's Corner" articles, "Wordtalk" language discussions, and "Dear Dina" personal advice column are especially popular. Hebrew and Arabic translations of difficult words in EN and JEN are given at the bottom of each page.

Teachers may order the newspapers or receive a free sample by writing or calling the EN office. Teachers can order for the whole school year, for several months, or for one month. It is not necessary to accompany orders with a payment.

Good Times Ltd., P.O.B. 3576, Jerusalem (Tel.: 02-525353)

ABC TIMES (for a strong Grade 4 class, for Grade 5 classes and for weaker Grade 6 classes)
JUST FOR YOU (for a strong Grade 6 class and a weaker Grade 7 class)
GOOD TIMES (for a strong Grade 7 class and for Grades 8 and 9)

GO (for Grade 9 and upwards weaker pupils, especially in MASMAM and MASMAR classes in technical and comprehensive schools).

The newspapers appear monthly; teachers of classes ordering copies will themselves receive a free copy of each issue as well as the very useful Teacher's Guide. For full particulars of the cost of subscribing to these simplified newspapers and the method of delivery please apply to the publishers.

Repeat Notice:

Everyman's University — Certificate of Further Studies in English

תעודה בלימודי השלמה למורים לאנגלית

Everyman's University announces the following new course designed especially for teachers of English: a 350-hour academic course in Linguistics, the Structure of English, Modern English Literature, and Education. The course is especially designed for teachers of English as a Foreign Language in Israeli schools who are currently qualified to teach that subject up to Grade 10. The Certificate will be recognized by the Ministry of Education as a qualification extending their licence to include Grades 11 and 12. The course is particularly recommended for —

1. Israeli-born teachers whose academic training was mainly in British and American literature,
2. Immigrant teachers from English-speaking countries with degrees in subjects other than English.
3. Immigrant teachers qualified to teach English in Israel up to Grade 10.
4. Teachers of English who are already qualified and licensed to teach up to Grade 12, but whose academic training was in English literature will also benefit from this course.

The course will cover the following areas:

1. Introduction to Modern Linguistics (with special emphasis on applications to language teaching),
2. Structure and History of English (with special emphasis on contrastive analysis and its pedagogical implications for speakers of Hebrew or Arabic),
3. Chapters in 20th Century British and American Literature (students will be permitted to choose from a selection of texts in poetry, prose fiction, drama, and critical theory),
4. Chapters in Educational Theory, Psychology and Psycholinguistics (with special emphasis on the history of foreign language teaching).

The course will be based on written materials (mainly in English, but some in Hebrew). Tutorial assistance will be provided at periodic meetings, and facilities will be available for students to contact their tutors by telephone. Audio-visual aids will also be supplied. There will be final examinations in all subjects, and students will be expected to present at least one paper of medium length (5,000-8,000 words).

The first subject-block dealing with *Approaches to Modern Linguistics and Contrastive Analysis* (English-Hebrew/English-Arabic) is now available. It is offered as a 4-month course of studies, and a preparation-load of some 10-15 weekly hours is recommended.

For further details please contact

The Registrar
Everyman's University
16, Klausner Street,
Ramat Aviv, Tel Aviv
P.O.Box 39328

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[illegible]יברסיטה הפתוחה
[illegible] קלאוזנר 16
רמת אביב, תל-אביב
ת.ד. 39328

The English Curriculum for Schools

The Curriculum (Grades 5-12) is available from 'Maalot' publishers, price at the time of going to print 6.50 shekels (including postage). Every teacher should have a copy of the Curriculum, and Teacher-Trainers and Teacher-Counsellors should all ensure that their 'charges' have a copy. The Curriculum is an indispensable part of the programme for studies for Teacher-Training (Pre-Service and In-Service). The address of the publishers is: Carlebach 29, Tel Aviv (Tel.: 03-284191). Individual copies of the Curriculum can be obtained from the branch of the publishers at Rehov Borochov, 20, Tel Aviv. Schools may order copies by means of the form sent to them from the Curriculum Centre, Ministry of Education and Culture.

Repeat Notice: new textbook series for Grade 8 — IZZY SMART

All three units of this series (published by NETA, School of Education, Tel Aviv University) have now been published. The series is intended for very weak pupils (C Stream) in the Intermediate Division or the upper grades of Primary Schools. It is not structurally or lexically linked to the other NETA programme "ENGLISH IS FUN", but is a little more sophisticated. As such, the ENGLISH IS FUN books are probably more suited to Grade 7 and the IZZI SMART series to Grade 8 (sometimes, Grade 9). The "hero" of this

series is a detective named Izzy Smart who gets involved continually in all kinds of adventures. The programme contains stories presented in comic-book style, thus providing continuous visal reinforcement; the vocabulary is very limited and is continually being repeated. The programme also contains worksheets, games, flashcards and a cassette. The entire kit consists of three units — *Where Are My Bags*? (adventures of a tourist in Israel), *Where Is That Waiter*? (restaurant, foods, recipes, eating habits). *Where Is Our Guide*? (a tour of Jerusalem, visit to national and historical sites, map-reading). Every unit contains a workbook, a reading book, a cassette (one cassette for all three units), reading cards for individual groupwork, flashcards, and substitution drill cards. The kit is obtainable from GESTALIT, Derech Ha'atzmaut 68, Haifa, P.O.Box 2088, Tel.: 04-666378, or from RAMOT, Rehov Karni, 13, Ramat Aviv, Tel Aviv (Tel.: 03-415337).

"BAGRUT EXAMINATIONS IN ENGLISH 1976-1978"

A very small number of copies of this collection of Bagrut examinations between the years 1976 and 1978 (Winter and Summer dates) are still available, price 6 shekels per copy, from the following source:
משרד הבטחון, שירות ההסעה, רחוב דוד אלעזר 25, הקריה, תל־אביב 67673

This booklet contains the Reading Comprehension passages, the Listening Comprehension Passages, the Composition subjects, the Language exercises and the questions on the Reading programme (5 point level). No answers are provided. A new collection of papers from 1979-1981 will be published next year.

Relevant Issues in Contemporary Humanism

The Hebrew University School of Education (Centre for the Improvement of Teaching) with the co-operation of the Ministry of Education and Culture (English Inspectorate) is developing an experimental program of readings called RICH (Relevant Issues in Contemporary Humanism), in order to help direct classroom activities and communication work towards significant humanistic issues. Teachers in Grades 11 and 12 who wish to participate in the programme in its first year in the field are invited to a training workshop at Bar Ilan University from July 5 till July 9. Applications should be made either to Ora Zohar, RICH programme, School of Education, Hebrew University Jerusalem or to Raphael Gefen, English Inspectorate, Ministry of Education, Jerusalem 91911.

"A Book of Suggestions for Teachers in Grade Four"

The BOOK is available (price IS. 10.00 at the time of going to print) from שרות ההפצה, משרד הבטחון, רח' דוד אלעזר 25, הקריה, תל־אביב 67673.

The BOOK consists of articles and of detailed lesson-by-lesson programmes.

Contents: Articles

Principled Decisions in Teaching English in Grade 4 / Raphael Gefen
Teaching English in Grade 4: General Principles and Bibliography / Nili Tager
Teaching Vocabulary in Grade 4 / Rivka Kressel
Teaching Script Handwriting to Beginners / Raphael Gefen
Why, What and How to Teach English in the Fourth Grade / Celia Bercovits
Teaching English in Grade 4 / Penny Ur
English in Grade 4: Reading Readiness and Writing / Aliza Halperin
Some Suggestions for Using the E.S.H. Books in Grade Four / Ruth Benziman
How to Make the "Pre-Reader" Come Alive / Tova Katzman
"English Pages for Beginners" (Textbook) / Nili Almagor
"I Can Read English" (Textbook) / Ada Fuchs

Contents: Programmes

English Teaching in Grade 4 / Lucy Marmin and Anna Sotto
A Suggested Approach to Teaching English in Grade 4 / Zafra Tatcher
Units for Grade 4 English / Lilian Englander

In the press: Booklets for the Secretarial Trend

The Institute for Teaching Aids is about to publish (at the time of going to press) a series of booklets for this trend, published under several titles, so that weaker pupils will be able to handle the materials in small doses. The first three titles are: IN THE OFFICE, THE RECEPTIONIST, and DIRECTIONS. The authors are teachers Tali Glass and Naava Horowitz, who have had a great deal of experience teaching these classes. Puzzles, games and listening comprehension exercises are included in these booklets; Guidelines will be provided for teachers.

Another series of booklets now being considered will be based on Hotel and Restaurant Personnel, Fashion, Home Economics and possibly material for nursing aides.

13

In the press: ESH 4/5 Reader for Grade 6

This Reader is a book of readings, vocabulary exercises, comprehension activities and role-playing, which accompanies the ESH ("English for Speakers of Hebrew") 4/5 LANGUAGE book. The Reader is divided into two parts: the first Part consists of five units on topics such as Greetings Formulas, Places of Interest in Israel and Throughout the World, etc.; the second part consists of stories adapted for this level, together with comprehension activities.

In the press: English Tests for Grade Five and Six

New tests have been prepared by Lillian Englander for these Grades. These tests are designed so that can be administered as either diagnostic or achievement tests depending on the teacher's discretion. Each test-page treats one facet of language, such as grammatical structure, listening comprehension, vocabulary, reading comprehension, etc. The tests are being produced on spirit masters (ditto masters) in booklet form; the teacher needs only to detach the spirit master from the booklet and run it off on a regular spirit master reproducing machine. These spirit masters can be preserved and re-used for up to 200 copies. The teacher's guide describes how they should be administered in the classroom. For the pupils' convenience, test instructions and other directions are in Hebrew.

In the press: New textbook for Grade 5 — AT WORK AND AT PLAY (second year English)

This book for Grade 5 second-year English by Lucy Marnin and Anna Sotto, illustrated by Zofia Langer and published by Dvir, is a continuation of "MY FIRST BOOK" for Grade 4. The new book contains catchy songs and poems, long reading passages and varied writing exercises mainly based on the reading text. These reading passages are stories about two families presenting situations that the pupils can identify with. A Teacher's Guide gives step by step guidance and is an essential aid.

New Textbook for Grade 5 (second-year English) — MY ENGLISH BOOK

This book for Grade 5 second-year English by Ada Fuchs, illustrated by Ester Betzalel and distributed by Lonnie Kahan, Nahlat Binyamin 5, Tel Aviv, is a sequel to the author's book for Grade 4 "I CAN READ ENGLISH" and is intended for pupils who began in Grade 4 and are now in their second year of English. Short dialogues on practical everyday situations, short stories, games, songs and pictures are all included in the book; grammatical structures and phonic drills are in colour.

British Council School-Lending Library

The British Council in Tel-Aviv and Jerusalem runs Lending Libraries of sets of simplified Readers (Stages 1-6) for use in schools. The annual membership fee is currently (March 1981) 90 shekels for each class. Membership of the Library entitles a teacher to borrow one set of books for each subscription. Books may be changed as frequently as the teacher wishes. Teachers in Tel-Aviv and Central Districts should contact the ELT Librarian, The British Council, 140 Hayarkon Street, Tel-Aviv. Teachers in the Jerusalem District and in Haifa, the North and the South (for whom a postal service is available) should contact the ELT Librarian, The British Council, Terra Sancta Building, Jerusalem, P.O.Box 7437, Mikud 91072, for catalogues and further details.

TEACHING GRAMMAR AS PART OF MEANINGFUL COMMUNICATION

by *Raphael Gefen*

As with all other aspects of language, grammar must be taught in the framework of communication. As such, it will be integrated with all the other language activities (vocabulary and pronunciation) and be directly linked to the teaching of the language skills (reading, writing, oral and aural). This means in essence that there should not be separate grammar lessons unconnected with these other activities, unless there is an exceptional reason for having an occasional one (e.g. revision, remedial teaching, or preparation for an examination). All language should be taught in the framework of meaningful situations, which means NOT having a separate grammar book, but taking the grammar out of the oral or written text being learnt in class during a lesson which also contains other language activities: a good language textbook should contain everything that is required in class, including ample scope for the teaching, drilling and applying of grammar forms. All too often, teachers think they are covering the whole programme and teaching for communication when they use a collection of readings AND a totally unconnected grammar drill book, but they fail to recognize that this practice is not conducive to communicative language learning, the basic principle of which is integrated language learning, everything in context.

Inductive and Deductive Learning

Because grammar should be taught contextually, in the framework of a meaningful text, the most suitable method for INTRODUCING the new grammar point

is INDUCTIVELY, i.e. from the example to the rule. In other words, the pupils encounter the new grammar structure in the reading or oral text including the "Pre-Telecast" lessons; the teacher further "demonstrates" the new grammar form by producing a number of carefully worked-out-in-advance model sentences (which later might usefully be learnt by heart as part of the DRILL stage of language learning), and then, hopefully through "discovery-learning" by the pupils but if necessary through explanation by the teacher, the "rule" is taught, again exemplified by meaningful and useful model sentences relevant to the pupils. Good textbooks also work on this principle, but it is best for the teacher to do it first. This inductive approach intrigues the pupils, induces processes of "hypothesis-testing" on their part, works all the time with samples of real language, and having reached the level of rule-formulation followed by more examples and pattern-practice is more likely to be remembered in their long-term memory (i.e. learnt).

However, there is no denying the fact that some learners are uncomfortable with this approach and are only happy when learning DEDUCTIVELY, i.e. from the rule to the example. In this way, pupils know in advance what they are looking for and what is expected of them, and can organize their thinking processes accordingly, but even here the rule should be formulated as a series of model sentences which are meaningful and relevant to the pupils, rather than as a grammatical definition. Not only do pupils in scientific streams tend to favour this system of learning (this is the opinion of many teachers, although it does not seem to have been tested), but researchers have also suggested that some socially-disadvantaged pupils also prefer learning in this way. On the other hand, weaker learners in general seem always to have great difficulty in learning grammatical patterns, whether taught inductively or deductively, so that for these pupils the stress in learning should be on vocabulary rather than on grammar, with grammar being taught wherever possible as if it were a collection of vocabulary items (e.g. I can = אני יכול, I could = יכולתי, without dealing too deeply with the concept of pastness).

In one class there might very well be both Deductive and Inductive learners (the teacher will soon discover who they are), so that while an Inductive approach is to be preferred and will probably have longer-lasting effects on most learners, teachers should naturally consider all the pupils and as a compromise introduce the explanation and rule rather early in the process, after a shorter period of contextualization to show the relevance and meaningfulness of the grammar point and then followed by intensive pattern practice and meaningful application.

This principle of meaningfulness at all stages (introduction, practice, application) has to be carefully thought out by the teacher. For example, a good way to teach Indirect Speech is through role-playing and dramatization ("what did he say? He said that..."). Similarly, the transformation from positive to interro-

gative will best be learnt by having pupil A ask pupil B a question (e.g. "ask Moshe where he lives"). Visual aids ranging from stick men drawn on the blackboard to posters are also very effective, as is using a clock or a calendar for teaching the tenses. "Live" aids (i.e. pupils) will also teach tenses ("Sarah is standing. Sarah is going to write her name on the blackboard. Sarah has just come in.") and objects in the classroom will teach prepositions. Flashcards help teach word-order rules. Telecasts are the most effective means of demonstrating and reinforcing grammar; television is the most sophisticated of audio-visual aids. Where the grammar is taught in a meaningful context, it will be associated with reality and will therefore tend to be remembered better.

The Role of Translation

In language learning, a rule in the Mother-Tongue must be replaced by a rule in the Foreign Language; but whereas in vocabulary or pronunciation the Foreign Language item is frequently perceived in such a way that no direct reference to the equivalent in the Mother-Tongue is necessary (though this is far from always being the case in vocabulary, and the translation may often have to be given if only as a check), grammar rules are by their nature more abstract in character and so less easily perceived. As a result, Mother-Tongue interference is very marked. In order to combat this "negative transfer" of language rules, a direct contrast is often useful in the INTRODUCTION (i.e. not the DRILL-PRACTICE) stage of learning the grammar. Thus having illustrated and then "codified" the Present Perfect Progressive, the teacher might ask the class 'how would you say this in Hebrew/Arabic?", thereby eliciting the rule that in Hebrew this form is expressed by the present tense. At some stage or another in the INTRODUCTION of the grammar, this direct contrast will prove useful, but I would repeat that the DRILL-PRACTICE stage should not involve the systematic translation of sentences from the one language to the other, since our purpose is to get pupils to function naturally in the foreign language, a process held back by systematic translation exercises: wherever possible, Foreign Language Learning should involve going straight into the language and not deliberately and systematically via the Mother-Tongue or back into the Mother-Tongue. The "incidental" one-time use of the Mother-Tongue in the process of explaining the Foreign Language rule will serve to clarify unambiguously the meaning of the grammatical structure, especially where there is no one-to-one equivalent in the Mother-Tongue (e.g. the present perfect).

This means, inter alia, that the teacher must be very conscious of the often subtle differences between the two languages. For example, pupils will tend to say "I am living in Jerusalem for five years" and the teacher must not only be able

to correct this error and make the pupil repeat "I have been living..." but must also be able to explain to the pupil the source of his error. Again, many pupils will say "I know to speak English", which many teachers will correct to "I know how to speak English", but "I can speak English" is nearest the intention of the Hebrew speaker: the teacher must discover the intention of the speaker and not limit himself to a correction of surface errors. Word Order rules are particular obstacles for the learner.

A Pedagogical not a Scientific Grammar

All teaching involves selection and grading; it does not mean massive exposure at one and the same time to all the subtleties of the foreign language (this is one of the pitfalls of the functional/notional approach when applied to beginners and lower-intermediate learners). Selection and grading in grammar teaching mean using a *pedagogical* grammar as against a *scientific* grammar (which gives an exhaustive and explicit description). For example, when teaching the Present Progressive/Continuous for the first time, the teacher will certainly teach the meaning of CURRENT DURATION and will not at that juncture also teach its FUTURE meaning and/or its "PEJORATIVE HABIT" ("he is always correcting us") meaning; any rule given by the teacher is accompanied by mental reservations on his part — "the third person singular present ends with "s" ", he says, but to himself adds silently "except in the subjunctive following verbs like "suggest" ". A pedagogical grammar is therefore a partial grammar, an INTER-GRAMMAR, which is continually being added to and thereby changed.

It is also an eclectic applied grammar, combining the theories of different linguistic schools in order to apply them effectively in a teaching situation. There is not much point, for example, in drawing Phrase-Structure trees on the blackboard, and the use of the possessive pronoun "my" can best be demonstrated as a filler in a substitution table in the same slot as demonstratives and articles and not as an underlying sentence. Similarly, there is no need to enter into the discussion whether there is a "future" tense in English or not (intention and modality) — for pedagogical purposes the "future tense" exists! The teacher should call upon Traditional, Structural, Systemic, and Transformational-Generative grammars to aid him in his work; and some acquaintance with these various schools is an essential part of the training of the teacher of English.

All *modern* theories of grammar (i.e. except for the TRADITIONAL school) support the teaching of grammar as a collection of SENTENCES (full or deleted), while in the upper grades of school we deal grammatically with units larger than the sentence (DISCOURSE). The minimum unit for use is the sentence — a model

sentence in the INTRODUCTION of the rule and then Pattern Practice based on meaningful relevant sentences in the DRILL-PRACTICE stage. New grammar forms are taught, therefore, in the context of sentences not isolated words or phrases, but in a question-answer situation teachers should allow answers to be part-sentences and not insist on unnatural full sentences which often sound so artificial in a dialogue.

The Three Stages of Teaching Grammar

These are: INTRODUCTION (PRESENTATION), DRILL-PRACTICE (ASSIMILATION), and APPLICATION (DEVELOPMENT, EXPLOITATION). The remarks made above relate mostly to the PRSENTATION stage, whereby a situation is presented, a pattern (i.e. a model sentence) is produced and a rule established. At this stage, as well as at all subsequent ones, meaningfulness is stressed. The second stage is the DRILL stage, which consists of two parts: (i) MIM-MEM (mimicry-memorization), the rote learning of a number of meaningful sentences — one cannot overstress the importance of having all of the language activities being meaningful to the learner and not artificial sentences utterly irrelevant to him, sometimes even containing unfamiliar vocabulary (learning new grammar should always be done in vocabulary which is already familiar to the learner), and (ii) PATTERN PRACTICE (e.g. question-and-answer, completion drills, substitution drills, transformation drills, chain drills and other types of conscious manipulation and variation of the model sentences). The third stage is the "free composition" stage of EXPLOITATION, wherein a learner produces his own sentences using the new language pattern. This open-ended, creative use of the new material, wherein the learner is asked to demonstrate whether he really has absorbed the new pattern, is also of course the test for the teacher, whether he has succeeded in inculcating the new structure.

These three stages dove-tail into one another, and when the teacher feels that enough DRILL-PRACTICE-ASSIMILATION has been done, he should pass on to the FREE COMPOSITION stage: nothing is more tedious than having the class continue with grammar drills long after it is clear that the pattern has been understood and mastered. On the other hand, cutting the drill period short before the new pattern has been thoroughly mastered is a very dangerous step: OVER-LEARNING is a very important concept in language learning, taking into account the "curve of forgetting' (very noticeable in the actual USE of the language as distinct from the KNOWLEDGE of the rules) and the need for developing correct habits. Correct habits (a term preferable to "automatic responses" which might be misunderstood as disregarding the importance of meaningful communication in the foreign language) enable the learner to concentrate on the message (the

content of language) rather than on the code (the form) and minimize Mother-Tongue interference; correct habits established by drills which provide for exclusive use of the foreign language in meaningful (to the pupil) contexts are an indispensable basis for using grammar in communication. But the final test is "Application", using grammar in real communication, where the student must concentrate on the message rather than the code — "we cannot be sure that our students have mastered a given structure until we hear them produce it in a communication situation free of all controls (Prater, C., "Development of a Manipulation — Communication Scale", 1972).

DOES THE SCHOOL HAVE A ROLE TO PLAY IN TEACHING ENVIRONMENTAL AWARENESS?

by *Ora Herzog*, International Chairperson, The Council for a Beautiful Israel

How can we, as concerned parents and teachers, help our children to understand why it is important to keep one's home, school, street, community, public areas and city clean, pleasant and beautiful; how to understand the damaging effects of noise and industrial pollution, and why it is vital for every civilized society to maintain certain standards of behavior in order to make the lives of its people, and the world, a healthier place in which to live? At the Council for a Beautiful Israel, our goal is to create awareness of the importance of these values.

Much of the behavior of people is governed by norms: what is accepted, what is expected, tradition, unwritten rules. Today's youngster is tomorrow's citizen, so it is vital that youngsters learn how to ensure a future population who will continue to be concerned about keeping streets, work and recreation areas and every place in which each of us works, studies, relaxes and lives, free of pollution, litter, noise and other factors which interfere with our quality of life: efficiency, productivity, mental and physical well-being, and in our interpersonal relationships.

Many schools around the world have established environmental awareness programs as part of their curriculum and are teaching their students about this important subject through games, books, films and other material. And the results are impressive.

William B. Stapp, Professor of Resource Planning and Conservation at the University of Michigan, stated in an article written for "Environment and Behavior", September 1971 issue:

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"Schools have a responsibility to alert youth to emerging environmental problems and appropriate ways for citizens to act in helping to resolve these problems." He further goes on to say: "If an important root cause of our environmental crisis is the life style of our people, then schools should be concerned with the development of values, beliefs, and attitudes that are compatible with man living harmoniously with his environment."

How much more appropriate in the Land which was never forgotten by its people during the long centuries of exile!

After discussions with the English Inspectorate of the Ministry of Education and Culture, it has been decided that the Beautiful Israel program would be sponsored also in the framework of English lessons: initially projects will be developed for Grades 7 and 10.

We at the Council for a Beautiful Israel are extremely enthusiastic about this project. Educators all know that youngsters learn by doing, by being involved and by being made to feel that they are important for the success of any project. How much more challenging and effective when the lesson to be learned, in this case environmental awareness and good citizenship, is part of the fun of learning a new language as well! Then the language becomes the tool through which students learn to develop curiosity about their environment and responsibility for their place in it.

(*Editor's note*: Teachers of Grades 7 and 10 who are interested in taking part in this project should contact the English Inspector of their school.)

IDENTIFYING WITH JEWISH TRADITIONS IN THE ENGLISH LESSONS

by *Miriam Kishon* and *Rivka Lustig*, Givatayim

Both religious and public holidays break into the regular English programme at frequent intervals. Since both teachers and pupils are involved in the celebration of these holidays, there is nothing more natural than integrating these holidays into the course, making English more functional and alive. It gives the English teacher an excellent opportunity of taking part in events going on around him or her, both in the school and in the country at large.

Pupils have a good feeling when they can draw on knowledge and information they have from general subjects; indeed, the pupils may know more about the historical background than the teacher, having studied these subjects in previous years. In this day and age, when many problematic aspects of life are projected

into the learning situation, it is uplifting to have something to celebrate which will give those involved a feeling of Jewish pride and belonging. With most holidays it is also an occasion for fun and gaiety. The English lesson also provides the opportunity of remembering the Jews in the Diaspora.

On the basis of these positive experiences in the classroom, we were asked to share these experiences with other teachers and so the course for "Festivals" was set up. Because of the special atmosphere of each holiday, the teachers enjoyed the spirit of the festivity at the course itself. We collected together the various materials we had used over the years and, with some modifying and modernizing, we have now brought out booklets through the help and goodwill of the Pedagogic Centre in Givatayim. The enthusiasm of the teachers attending was quite overwhelming: veteran teachers have been enjoying the sessions as much, if not more than, the comparative newcomers to teaching.

We have used widely varied materials... games, puzzles, cloze exercises, dialogues, songs, matching exercises, etc., all based on the terms and customs pertaining to the holidays. The various techniques and novel ideas were found to be useful for applying to the regular lesson materials as well. One example was dressing up a miniature tree in a leben container with paper leaves which had opposites written on the two sides. Teachers using this idea reported that on Tu B'Shvat, when the pupils made these trees, they had never been so excited about any other happening in English. Moreover, they were able to show off to their friends what they had produced in English.

Booklets have now been produced on the High Holidays, Chanukah, Tu B'Shvat, and Purim, with materials on Pesach, Independence Day, Shavuot and Lag B'Omer on the way. Each booklet contains materials for Grades 5-9, but has no indication which level the various activities are intended for. Teachers may therefore adapt the material for any class or group.

This has been an exciting and rewarding experience with wonderful feedback from the teachers, many of whom have introduced special exercise books for the Festivals, which the pupils regard with joy, pride and respect. This is not an educational experiment in the academic sense of the term, but an educational challenge whih can be both exciting and rewarding, and certainly worth a try.

Finally, we would like to thank the English Inspector for Givatayim area, Mrs. Hazel Cameron, who initiated the idea and to whom we owe a great deal for her inspiration and enthusiasm.

(*Editor's note*: Teachers interested in these materials should apply to The English Inspectorate, Ministry of Education and Culture, Jerusalem, 91911. N.B. They are handbooks for teachers, and not directly materials for pupils.)

JEWISH HOLIDAYS AND THE ENGLISH LESSON

by *Kitty Stern*, Denmark School, Jerusalem

By Situational English we mean making use of every possible situation in order to reinforce our pupils' language ability. It also means not letting any of our Jewish festivals pass by without bringing them into the learners' consciousness.

It so often happens, especially in the elementary grades, that all the school is busily preoccupied with preparations for a party, marking one festival or another. The teacher of English cannot, and should not, stand apart, letting this golden opportunity pass by of making the English lesson part of the general hustle.

On the other hand, Jewish festivals are too little mentioned in the curriculum of the upper grades and here the teacher of English, as an educator, may make the outer environment of his students an integral part of his lesson plans.

The following are a number of suggestions on how to make our holidays part of the English lessons at various levels of the English course.

Immediately after having learned all the letters of the Latin alphabet, pupils should be made aware of the fact that Hebrew words may be transcribed into English. Seeing 'Rosh Hashana', 'Yom Kippur', 'Etrog', 'Matza' etc. etc for the first time in English script is a never-ending source of thrill for younger and even for the older and more sophisticated pupils.

The first lessons at the beginning of the school year can be profitably employed with the writing of New Year Greeting Cards, leading from the most simple "Happy New Year" + Signature to the more elaborate and flowery variety together with the writing of the address of the addressee (who could be the school principal).

In the upper grades, the High Holidays may present a subject for discussion, followed by a composition on "Wishing Myself a Happy New Year", or else "Meditations on the High Holidays".

Hanukka may be an occasion for teaching or revising ordinal numbers in lower grades, i.e. "On the first day of Hannukka we light one candle, on the second day we light two candles, etc. etc." Hannukka may also serve for a revision of colours, i.e. "a blue candle ; a blue and a white candle ; a blue and a white and a red candle etc. etc." Purim presents a good opportunity for making our pupils read the fascinating "Megillat Esther" in the original, and retell it in English. I have found that the vocabulary does not present any great problems and can easily be adjusted to various levels of lexical knowledge.

It should be quite unnecessary to mention the possibilities of dramatization inherent in Biblical lore.

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Pesach is, among other and more important things, a gastronomical feast and there is hardly any grammatical structure or tense that is not adaptable to the presentation of cookery recipes etc.

Shavuot, the Feast of Weeks, is when "Megillat Ruth" is read. The beautiful words of Ruth to Naomi, beginning with "And Ruth said to Naomi: 'Entreat me not to leave you' " etc. etc. are a good occasion to acquaint students with the difficulty of literal and literary translation. Make your pupils translate this short, poetic text and then introduce them to a good and modern Biblical translation of the passage. Teach your students how to write an invitation for a Bar/Bat Mitzva, i.e. "I / or Mr. and Mrs A. am / are pleased to invite you to the Bar Mitzva of ... which will take place on ... at ... in ... etc.

Yom Ha'atzmaut is suitable for a revision of countries and national flags.

Finally, here are some examples of grammatical exercises:

a. Change the following into the Active:
   1. Tu bi'Shvat is celebrated on the 15th Shvat. (We ...)
   2. On this day thousands of trees are planted by schoolchildren in Israel.
   3. Last year we were taken on trips by our teachers. etc.

b. Change into the Passive:
   1. Megillat Ester tells the story of Purim.
   2. Children and grown-ups have liked this story.
   3. Her uncle Mordechai had brought up Esther.
   4. Later King Ahasveros chose her. etc. etc.

FOSTERING GOOD HANDWRITING IN SCHOOLS

by *Leila Bet-El*

In many Israeli schools developing clear handwriting (in Hebrew) is regarded as of minimal importance, and after a child has mastered the basic essentials (Grade 2) his handwriting develops in a haphazard fashion. By the time they finish secondary school, many pupils' handwriting is illegible to persons who know only the standard alphabet and Israelis develop a kind of sixth sense that allows them to perceive what the writer has written.

This tendency has been carried over to the teaching of English; whereas parents and teachers are very demanding in their requirements that the children should speak, read, sing and understand English, there is little interest in the writing skill. Every year, when we mark the Bagrut papers, we are obliged to plough through pages of partially illegible handwriting; it is also clear that many

pupils have difficulty in writing joined script — they do not join the letters correctly and certainly many of the weaker pupils (who do the 2 or 4 point examination) do not write English freely and fluently in spite of the number of years they have been writing. In fact, they have learned to write English in the same way that they learned Hebrew writing — for one or two years the teacher considered writing as a skill that she taught, but after that it was every pupil for himself!

Clear handwriting is a skill that can be acquired by all pupils regardless of their academic ability, and it is an aspect of learning English that even the slow pupils can succeed in. Interest in handwriting points the way towards well laid out written work, attractive. illustrated notebooks, and pride in the appearance of one's work.

With these ideas in mind, and in the hope of stimulating interest in handwriting, I organized a HANDWRITING COMPETITION open to Grades 4-7 in the Ashkelon—Ashdod area. The response was encouraging, bearing in mind the natural suspicions (on the part of the teachers) regarding my interest in such an apparently unimportant part of their work. What we found on examining the various entries was less encouraging! In spite of the fact that there is a Ministry of Education chart of standard writing available to all schools, most teachers disregard it and teach what is easiest for them. There seems to be very little formal teaching of joined script, especially in areas where there are Intermediate Division (Junior High) schools; the primary school teachers postpone teaching joined script and the Junior High teachers use joined script themselves but expect the children to pick it up on their own, saying "we expect the children to know this by the time they come to us".

We noticed that the quality of the writing deteriorated as the children got older, the best entries being from Grade 4 and 5. By Grade 6 the writing was sloppy and the quality of the few entries we received from Grade 7 was poor.

In many cases, the teachers seemed unaware of the basic rules of handwriting, that the letters should sit on the lines and that there should be uniformity in the size of the letters. In some cases it was clear that the teachers themselves did not know how to write the letters correctly and had not realized, for example that "small k" and "capital K" were different. There were many variations of "t" and "r", and problems with the relative size of small and capital letters.

In spite of all these problems, the teachers and pupils enjoyed the idea of the competition and during the time between sending in the entries and the "prize giving" ceremony, queries were constantly being made about how the competition was progressing.

For other areas interested in organizing such a competition, this is what happened: a circular announcing the competition and giving instructions was

sent out to all primary and junior high schools in the area. The instructions were:

(i) only write on one side of the paper,
(ii) the following information should appear as part of the written text: the child's name, class, school and town or settlement (this was very important as a means of identifying the entries and also as basic knowledge a child should have in writing),
(iii) the date (or day of the week for Grades 4 and 5),
(iv) a sentence (or sentences) on something that the children are familiar with: 5-10 words for Grade 4, 10-20 words for Grade 5, a page for Grades 6, 7,
(v) the entries in Grade 7 should be in joined script.

Most teachers followed the instructions and most entries were well laid out. Many of them were also beautifully illustrated. When we tried to sort out the entries and find winners, we found the task almost impossible, although in the end we did separate a small group that were better (i.e. more correctly written) than the others.

The next step was to round off the competition with a prize-giving ceremony — or as it turned into (because the amount of money available for prizes was too small to buy any prizes) a certificate-giving ceremony. There were ceremonies in Ashdod and Ashkelon: headteachers, teachers and representatives of the participating classes were invited and the General Inspectorate of the schools were also invited to assist in distributing the certificate. In addition, one or two schools were asked to prepare entertainment and we heard a choir and saw some short plays — all in English of course. It was all very festive, and the ceremonies served a double purpose: in addition to judging the entries of the competition, I decided that so much effort and such well laid out and decorated work should not go back to the schools unseen by the general public, so in both Ashdod and Ashkelon I set up exhibitions of all the entries we had received, divided into Grades and with the winning entries displayed separately. The prize-giving ceremonies, therefore, became also festive openings of exhibitions.

The exhibitions attracted a gratifying amount of attention — teachers and headteachers were very impressed by this novel idea of large-scale displays of children's work and expressed interest in holding similar exhibitions in their schools. English teachers who had not sent in entries were also impressed and sorry that they had not participated; several asked when the next competition was to be held.

Perhaps this report of two successful and at the same time enjoyable ventures will encourage English teachers, many of whom have lived in countries where displaying the children's progress in various subjects is done as a matter of course,

to change the prevailing attitude in this ountry of covering the walls with "professional"-looking displays and to let the children's efforts be seen by everyone entering the school. Above all, I hope that teachers will give more attention to improving the standard of handwriting in our schools, even without competitions.

TELEVISION AND REHABILITATIVE TEACHING

by *Helen Levenston*, University High School, Jerusalem

Since a number of teachers have expressed interest in the application to English teaching of the approach known as "rehabilitative teaching", perhaps you would care to print this acount of how a television programme was treated with the rehabilitative approach in mind.

I would like first to discuss the programmes' usefulness or otherwise to the disadvantaged classes; and then to suggest how the teacher can use practically any TV material. There is a summarizing chart at the end.

Instructional television programmes, like most other materials, are constructed for the general school public. Unfortunately all too often they reach only the sector which is already doing quite well. Many teachers of the disadvantaged complain that the language level intended for a given year is too advanced for their class; the subject matter is not always appealing; there is not enough reinforcement; the timetable advances too fast; and — or therefore — the pupils are not interested. Thus a tremendous educational resource is once again not benefiting those who most need it. The same criticism has been made not only of the older programmes which were very preoccupied with grammar, but also of the new telecasts which expand their content into all kinds of issues. See ETJ no. 21, May 1979, p. 60, "News from Instructional Television", by Been, Kronfeld and Ben-Meir. In this report two age-groups are mentioned — grade 7 and the upper grades. "Gabby and Debby" portrays 5 imaginative adventure stories which allow for expansion in the direction of geography, history, patterns of culture etc. "Debby in Hospital" on the other hand presents realistic situations which lend themselves to discussions and projects associated with food-poisoning, pollution, accidents, first-aid tips etc. The accompanying 'alternative' textbook is for four of the eight programmes, thus acknowledging the slower pace of the disadvantaged, but incorporates all the grammatical structures of all eight, thus

both justifying the egalitarian claim to have offered the same curriculum to all pupils, and also leaving it to the teacher to cut out what she believes to be indigestible by her class.

Surely this is another example of the ball being placed once again in the "disadvantaged" teacher's court. The programmes sound fine. To the question, will you be able to use them? the only answer is — there are no ideal materials, you have to do what you can with what you have.

In order for the disadvantaged pupils to benefit from television programmes I suggest two changes in the current situation: the use of a video-tape machine, and more freedom of action by the teacher.

(The latter ought to be the only significant change, with the VTR, like other equipment, in the background. But who knows better than the teacher that technological aids are only as good as their availability. How, therefore, I have been asked, can I suggest a VTR when the teacher cannot always rely on an ordinary TV set in working order? I can only reply that this article is discussing what you can do in a functioning non-vandalised school. The extraordinary usefulness of the VTR will be explained later.)

This freedom of action begins with her carefully selecting only those programmes that seem to be suitable for her particular classes. If she conscienteously tries to fit her preparation and follow-up classes into the current broadcasting schedule, she may give her class and herself a pretty hard time, she finds herself labouring under yet further constraints in addition to the ones usually present in the classroom. If, in addition, a particular programme is unsuitable for a particular class, the pupils will be ill-disciplined, no-one will want to risk repeating an unrewarding experience, and sooner or later the teacher will stop trying to use TV and will get along with pencil, paper, and her own histrionic talents. If, on the other hand, she feels free *not* to show a programme, she avoids the dilemma. If she has a VTR the emphasis is altered even more: she does not have to bother with any of the weaker programmes and can choose only the most successful to offer as 'enrichment' rather than as staple fare.

What then becomes of the continuity of the learning items that are presented in the programmes? It is here that I would remind you that teaching grammatical structures is only one aspect of English teaching. The programmes which have been telecast to date follow the Ministry of Education syllabus and are structure-based. But why should the teacher not use them for other aims, equally valuable for the pupils' English, their general cognitive abilities, and their behaviour?

An interesting experiment along the lines was described in another article in the same issue of ETJ "Can Television Material Be Individualised Effectively?" by Kaplan and Harris. They took an *existing* programme, 'The Missing Sister', and constructed round it an activities kit designed to stimulate motivation; to 'widen horizons' by focusing on three 'concepts' (New York, Luck and Friend-

ship), and to reinforce language practice. I would go perhaps further and suggest that existing programmes can be exploited by the teacher of the disadvantaged if she allows herself to give as much time to non-linguistic activities as strictly to English as communciation, because the debt will be repaid in better English lessons.

Let me give an example of a recent TV lesson with a disadvantaged Grade 9. I shall not try to describe them, since that would take another article. Suffice to say that the characteristics listed in previous articles in ETJ (see also C. Frankenstein, "Impaired Intelligence" and "They Think Again") were present here too. The deficiencies dealt with there were a poor attention-span; 'externalised' values — shame, not guilt; poor semantic differentiation; and inability to see another point of view. I venture to claim that a teacher's awareness of these weaknesses and her dealing with them would also improve their English.

Step 1. Towards the end of the year I decided to show the four episodes in 'Crime and the Law', one a week (without the accompanying book, although I felt free to copy exercises from it when necessary). Reason:

a) They had not used TV at all in school, so it would be a treat, especially since I recalled this series as being very well made, gripping, and therefore activating to attention. For the same reason I did not want long intervals between one episode and the next.

b) It reinforced a number of grammatical structures which they ought to have learned the previous year, according to the official syllabus, but which I had found them very shaky on, and which we had worked on in class during this year.

Step 2. Analysis of treatment of episode 2. 'The Search'. I shall pick out what I felt to be significant features for the class.

The telecast itself compels attention right at the beginning, since it opens with the shot that closed the previous episode: the teenager Eitan lying in the road, having been knocked off his bicycle by the two joy-riders Choo-choo and Ezra. We see them abandon the car and run away, to the accompaniment of dramatic music.

The scene at the hospital bedside arouses sympathy for Eitan. So far, there is no problem of identification, apparently nothing to comment on — although we must return to this shortly — see Step 3 (c) below.

The next scene is the fearful discussion between the other two boys. Ezra is conscience-stricken, but Choo-choo says "I didn't mean to hit him, but it happened and that's that. Anyway, he's alright."

The next scene is a discussion by Inspector Hadad, and his new assistant David Eylon.

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'Perhaps they were just boys having fun . . ."
"But why didn't the car stop when they knocked Eitan over? . . ."
"Eitan's brakes didn't work.". . .

Step 3. Dramatic music and I turn off the video-tape.

a) I phrase a number of content questions designed to elicit responses which indicate they have understood the dialogue and plot, and give them an opportunity to use old and new vocabulary. This is a challenge because although they may have seen the telecast before (at home) they never focused on the language. The words *lend*, *borrow*, and *steal* are on the board. The discussion of their meanings was intended to have a direct influence on their better distinguishing between / lignov / and all the other deceptive euphemisms for stealth.

b) I point out the influence of the dramatic music on their emotions so that they can be aware of this later.

c) We discuss the question of personal responsibility of all three boys — this is most important for young people who find this difficult to accept, attributing, as they do, so much to luck or chance. (Who has not heard "האוטובוס ברח לי" rather than "I missed the bus?") Just to illustrate the moral confusion prevailing — a teacher at the back heard a pupil comment on the hit-and-run episode "אבל איתן בסדר" i.e. she regarded Choo-choo as less culpable because Eitan was not killed — even though Choo-choo didn't know that when he abandoned him. (See above.)

Step 4. Lights off, I switch the VTR on. We watch the next two scenes: Shimon the technician finds various items in the abandoned car, and there is a conversation in the office summing up the plot and possible leads. Meanwhile I have written the new vocabulary on the board.

Step 5. VTR off. There is interest in discussing plot and police method, but I also pick out an important expression — "We mustn't jump to conclusions". This programme and the next ("The Witnesses") offer a wonderful opportunity to make the point that one should not make hasty judgments on a basis of insufficient evidence

If during the elicitation of the plot it becomes apparent that they have not grasped it, then I can run the latest section again, thus giving another chance of good listening comprehension.

Step 6. VTR on. Telecast to end. This programme ends with a very nice reminder of the limitations of police activities and their freedom of action. "How can we find out for sure?" "We can't." (Although of course they do track down the villains in the next episode.) This gives an opportunity to discuss the restraints that everyone is subject to, frustrating though they may be. I copied on the board the modals that appeared on the screen at the end:

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There are things the police can do.
There are also things they cannot do.
There are things they must do.
There are things they don't have to do.
There are things they are allowed to do.
There are things they mustn't do.

This was a review of the structures we had learned previously in class. I then crossed out "the police" and substituted "a 16-year-old." For homework I asked the class to answer the final question "What are these things?" in the form

A 16-year-old can . . .
cannot . . .
must . . . etc.

I got some very interesting written answers in the next lesson, which displayed both a proper use of modals, and real thoughtfulness. If only I had kept them!

To sum up: I hope I have illustrated adequately how one can use a programme to focus on "rehabilitative" learning as well as language acquisition. (See summarizing chart SOLUTIONS 3.) It is true that this programme was particularly helpful, but I have done the same with others. It is possible to use a regular TV receiver and have similar discussions, but this is a much greater strain on attention, memory, and intellectual digestion, and the choice of programme is limited to take it or leave it. The VTR allows the teacher to choose a programme that she judges is right at a certain time for her particular class. Her initial choice should be governed primarily by two considerations, equally important; the suitability of the language, and the attractiveness of the telecast as film. The teacher then analyses and divides the film into sections manageable for language activation and cognitive restructuring. The VTR also works miracles for attentiveness, because I turn it off at the slightest whisper.

(*Editor's note*: See ETJ 22 and 21, 1979 for articles by the writer on teaching socially-disadvantaged pupils.)

Advantages of using T.V.	*Problems*	*Solutions*
1. Television gives an additional dimension to TEFL — not only classroom interaction and print but also real speech situations.	1. The pupils want to touch the set and may ruin it.	1. Touching is absolutely forbidden.
2. The programmes are interesting to teenagers. There are no Hebrew sub-titles.	2. If the class timetable is tied to the TV schedule, it becomes a straitjacket, hard to adapt to different classes.	2. Plan ahead very carefully; or use the VTR. a. The programme and time of showing are chosen, not dictated. b. The machine can be stopped at any point and sections of a programme can be replayed.
3. The Instructional TV programmes cover the Ministry of Education's syllabus requirements. They are structure-based, and are also useful for vocabulary extension, and listening comprehension as one of the communicative skills.	3. We are concerned with more than acquiring skills. How can TV be used for "rehabilitative" teaching?	3. *The VTR can be exploited for enrichment in areas other than grammatical structures*: a. through listening — attentiveness b. vocabulary choice — differentiation c. awareness of manipulative power of TV — self awareness d. dramatic structure — moral issues e. follow-up worksheets can reinforce all this and lead to more thoughtful writing (still structured).

ENGLISH TEACHING IN THE ARAB SCHOOLS

by *Alexander Nahas*

English is taught as a foreign language in the Arab schools, besides Hebrew taught as the language of the State and Arabic as the mother-tongue. It is officially introduced in Grade 5, but it is optional to start teaching it in Grade 4. Most schools have indeed started teaching English in Grade 4.

Ten years ago most teachers of English were unqualified. Moreover, there was no specialist English Inspectorate and the general inspector of the school was required to inspect English also. The texts used were not graded, and Instructional Television had not yet been introduced. Thus, systematic English teaching has only really taken place for the last ten years. The inspector for Englsh appointed was faced with difficult conditions: he had to visit teachers who were supposed to inculcate English with modern techniques and up-to-date analyses of the language. In order not to leave these untrained teachers completely to their own devices, he had to attend their classes and subsequently discuss general and specific points with them. Also, demonstration lessons given by more experienced teachers were held in various places. This system of demonstration lessons followed by discussion has been intensively organized throughout the country.

Meanwhile, Instructional Television has been introduced into a large number of schools (wherever there is electricity), and teachers are called upon to attend the various courses given by the Instructional Television Centre. Finally, refresher courses of some 50 hours each are given every summer.

In this period, new secondary schools have been opened in great numbers, and a need for experienced and trained English teachers has become very urgent.

These demands were beyond the capabilities of English teachers in the primary schools, and the various courses mentioned above were felt to be insufficient. The measures that have been taken to overcome the deficiencies in the fields of pre-service and in-service training are as follows:

In-Service Training Courses

1. As an emergency measure, a two-year in-service training course of about 750 hours was held in Haifa; about 30 primary school English teachers attended.
2. A similar course was held at the Bet Berl College for teachers in the Triangle area.
3. This training did not provide enough practical instruction, as envisaged by advocates of applying a modern linguistic approach to classroom techniques. In 1975, a three-year course (one day per week) of about 1200 hours was

organized at the Oranim Kibbutz Teachers College. 24 teachers from Arab schools, together with colleagues from Jewish schools, attended this course, some of whose objectives were:

(a) imparting a reorientation of thinking about English structure and its applications to methodology;

(b) providing an opportunity for the upgrading of oral and written competence in English;

(c) basic studies in education and allied disciplines.

4. A similar kind of course is now being held at the Bet Berl College for 22 teachers from the Triangle.

5. Due to the need for qualified English teachers in the secondary schools, a course for secondary school teachers who have a university degree in English and had already taught for more than four years but who had not attended the Department for Teacher-Training at a university and so did not have a Teacher's Diploma was opened at Oranim in the academic year 1978/79. This was a one year course, one day per week, attended by Arab and Jewish teachers. At the end of the course, teachers who had passed the required examinations were given a Teacher's Licence to teach English in secondary schools. This course was of great value for teachers who had indeed studied English at university but where the emphasis had been placed on literature studies.

6. A similar course is again being held this current year at Oranim.

Pre-Service Courses

Besides the in-service training and the Instructional Television courses, and the practical guidance by inspectors and counsellors, it was also regarded as essential to train new English teachers in a systematic fashion. The following measures were taken:

1. Specialization in English Teaching is offered in the three-year Arab Teachers' College in Haifa and at Hadar Am, near Natania. The standard has been raised year after year. Following the experience gained in English Teacher Training in these Colleges, certain strategies have been adopted in the last two years:

   (a) courses should answer the specific needs of teachers and should deal with the textbooks actually used in the classroom, wherever possible, while Practice Teaching should constitute an important part of the work (including an experiment with videotaped practice teaching at the Haifa College);

(b) from past experience, it is clear that the selection of students is of paramount importance, with motivation and English competence as obvious prerequisites ;

(c) stress should be placed on raising the oral and written proficiency of the students, especially in the first two years of their studies.

2. In order to train qualified English teachers who will have an academic degree and a Teacher's Diploma, students are encouraged to study at Oranim ; after four years of study (in the fourth year the students teach part-time), the students are awarded a B.A. degree in English together with a teaching diploma from Haifa University.

   Most of the applicants could not be accepted for the first year because they did not possess the required standard. In order to overcome this difficulty, a preparatory year of about 600 hours (in English proficiency and some general studies) was organized last year, and eight Arab students are now in their first academic year in the English Faculty. This preparatory year is subsidized by the Ministry of Education to encourage good students to study English and become teachers of English, Last year, seven Arab students completed their studies at Oranim and have become a source of motivation to their colleagues.

3. About 24 teachers from the secondary schools and Junior High Schools in the Triangle attended a course in England last summer for about six weeks ; the local municipalities participated in the teachers' expenses. On the one hand, a course set in an English-speaking country provides language practice and an introduction to that country's culture, but a course of training in Israel enables the students to concentrate on being trained as teachers rather than being distracted by such things as shopping, excursions etc. (in addition to reduced expenses, the possibility of practice teaching and the availability of lecturers who were familiar with local conditions and problems).

4. A large number of students are now studying English at the universities — especially at Haifa University ; however, the Ministry of Education now demands from candidates for teaching not only a university degree in the academic discipline but a Teacher's Diploma as well.

In conclusion, it can safely be said that the standard of English taught in the Arab schools is approximately the same as in most Jewish schools. The Bagrut examination is now the same for every student in this country. Differences in the standards of secondary schools are due mainly to the fact that there are very few Technical schools in the Arab sector. The Arab Education Department of the Ministry of Education and Culture has recently opened a number of Arab Technical schools, so that not every secondary school pupil will study in an "academic" school.

A NEW SUGGESTION FOR THE BAGRUT ORAL TEST

by *Penny Ur*, Har Vagai School

There is no doubt that the ability of the learner to *speak* English is one of the most important aspects of his mastery of the language. The problem is that this ability is also very difficult to test objectively. There are various reasons for this. Firstly, speech is an extremely complex phenomenon, involving as it does not only grammar, lexis and phonology but also such paralinguistic features as intonation, pause, facial expression, gesture and so on. Secondly, it is fleeting: the tester must form her impressions during the performance of the testee; she cannot, without expensive equipment, reconstruct this performance afterwards in order to judge it more carefully. Thirdly, it is very personal: the personalities of both tester and testee affect performance and assessment to a considerable degree, so that the final mark is bound to be to some extent subjective.

Up to now the "Bagrut" oral test has been based on the interview; but recently some experiments have been made with a new type of test, based on group discussion (see "English Teachers' Journal" 24, December 1980). I shall describe the two types of test briefly, try to evaluate their relative merits according to various criteria, draw conclusions, and, finally, make a proposal of my own. I write as a full-time teacher who has prepared students for the interview-test and administered it as an examiner, but who has no immediate experience of the new discussion-test.

The two tests

In the *interview-test*, candidates wait outside the examiner's room and are called in one by one to talk with her, the class teacher also being present. The subject of the interview depends on the examiner: it is usually based on the interests, background and future plans of the candidate. The conversation usually lasts, in practice, between five and ten minutes, during most of which the candidate is speaking, but it may last longer if the examiner is uncertain what mark to give and wishes for further "evidence". The results usually correlate highly with the teacher's assessment.

In the *discussion-test*, a group of four or five candidates is given a subject to talk about (they may if they wish reject the first offered topic and be given another); they are then required to discuss this subject between themselves. A number of such topics, usually based on modern, local socio-political issues, has previously been given to the class to study and prepare; the examination topic must be one of these. The teacher is present and may intervene to guide the

discussion-process. Two examiners sit at a slight distance and assess the individual participants on accent, grammar, vocabulary and general communicative ability. The test usually lasts, I understand, about fifteen minutes, sometimes less. Here too, the results in the experimental sessions that have taken place up to now have correlated highly with teachers' assessments.

Their relative merits

1. *How far do the two tests reflect the candidates' oral ability* accurately and consistently?

There is no real objective judge of this; teachers' assessments agree closely with examiners' marks in both types. However, there are various preconditions for a valid and reliable test: we can, perhaps, examine how far each type fulfils these.

(a) *The candidate should be able to display his ability to speak the language in as wide a range of functions and notions as possible.* Both tests score, in my opinion, very low on this one.

In the discussion-test, candidates are restricted to expressing their opinions on a pre-selected number of topics; they may ask certain types of questions, compare, evaluate, agree, disagree and so on, but there is little or no opportunity for them to instruct, narrate, apologise, advise, elicit information, describe and so on: the "register" [1], to put it another way, is restricted to that of informal debate. The interview-test, potentially, has a much wider range of possibilities, but these are seldom realised, and the conversation is usually even more standardized than in the discussion; the candidate discusses his own tastes, interests etc., with occasional "prodding" from the examiner.

(b) *The candidate should have adequate time to display his ability.* The interview-test scores high on this one, as it is "elastic" and the examiner can make it as long or short as she feels she needs in order to make a satisfactory assessment. The discussion-test gives a much shorter time to each candidate, and no possibility of lengthening it in individual cases. Now those who have administered this test claim that the time allowed is adequate, and that they feel the results are reliable: but I am uneasy. It seems to me that in such a short time the score will depend too heavily on an initial impression, as candidates do not have time to correct it. Moreover, no allowance is made for doubts over individual candidates' marks; there is no way one candidate can be kept back for further testing.

(c) *The candidate should have as little opportunity as possible for declaiming sentences he has learnt off by heart for the test.* It seems to me that neither type of test at present eliminates this possibility to a satisfactory degree. The fact that the (potential) topics of the discussion-test are made known to classes and practised

before the test itself makes a certain amount of learning of "set-pieces" almost unavoidable. In the interview-test, too, a clever candidate can lead an examiner on to the topic which he has prepared. However, in the discussion-test this danger is "built-in", whereas an alert interviewer can avoid it completely.

(d) *The test conditions should be such as to make the candidate feel as relaxed and confident as possible.* One of the main considerations in allowing candidates to take the oral test in groups instead of singly, I understand, was that this would tend to make them less nervous. Now it is almost impossible to judge at this stage, whether this is in fact true. On the one hand, candidates may feel more relaxed with their peers; on the other, the intimate atmosphere of a one-to-one chat, with your teacher at your elbow, has much to be said for it.

Again, the positive or negative atmosphere of the discussion-test is "built-in", whereas that of the interview depends to a far greater extent on the personality and sensitivity of the examiner. I would think it likely that the discussion-test will indeed prove to provide more relaxed conditions, on average.

2. Is the marking system reliable?

Here it seems to me that the devisers of the new discussion-test have introduced two welcome innovations. One is the breaking down of the score into different components; and the other is the presence of two examiners instead of one. Till now, examiners have always given a rather impressionistic mark-out-of-ten which reflects how well they think, in general, the candidate speaks English. This mark would seem to be much more reliable if it is based on a careful analysis of the speaker's skills: general comprehension, comprehensibility and fluency; correctness of grammar and syntax; vocabulary; and, possibly, accent. As to the number of examiners: obviously a combination of two assessments will be more objective than one, and therefore more reliable and valid.

3. Is the administration of the test efficient? Does it use time and manpower to maximum effect?

The discussion-test does get through more candidates per examiner-hour; the question is whether it is using these work-hours to maximum efficiency: I have already expressed a doubt as to whether the candidates have sufficient time to demonstrate their ability. On the other hand, there is the question of fatigue. Anyone who has spent a day or two examining for the "Bagrut" orals knows that after the first fifteen or twenty candidates you start feeling tired; you run out of ideas for new stimulating questions and are bored with the old ones; and, worst of all, you start feeling you are losing your ability to judge performance reasonably accurately and fast. The new test alleviates this problem to a great

extent. The examiners are relieved of the responsibility for stimulating conversations, they can concentrate on their main task of assessing: and observing four or five discussion groups is certainly less tiring than interviewing twenty-five candidates.

A Proposal

Based on the above analysis, I should like to propose a type of oral examination incorporating a compromise between the two types.

1. *Testers*

At the examiner's table sit the first examiner and the class teacher, as in the present interview; at a little distance (but within earshot!) sits the second examiner. The examiners may change places between (not during) tests.

2. *Candidates*

The candidates enter in couples, with an option, for those who wish, to come in singly. They sit at the first examiner's table.

3. *Process*

The examiner gives the candidates speaking tests which may or may not involve herself actively. The tasks may be chosen from a list provided for the purpose, and should be conveyed orally. The teacher may take part at her discretion. A sample list of tasks is provided below.

- Discuss a (given) topic.
- Discuss what you would need to take with you on a trip to a (given) destination.
- Give each other directions how to get to a (given) place.
- Define the differences between two (given) pictures.
- Put a (given) list of items into an order of priority; e.g. the most important qualities of a teacher, or the most important items you need to survive in a difficult situation (cf. the NASA Game [2]).
- Discuss how you would answer a (given) short but provocative letter.
- Find out all you can about the examiner, or about a character portrayed in a photograph, known to the examiner.
- Tell a (given) well known story.
- and so on.

If the class has done some role-play the role-play exercises can also be incorporated into such a list; this would be an extremely valuable addition, as it widens the range of subjects, situations and formality-levels tremendously — but its success would depend on suitable class preparation in the technique.

Each pair of candidates should be asked to tackle at least two, preferably three, such tasks, even if this means not completing any of them.

4. *Marking*

The two examiners mark the candidates out of a hundred, according to the following breakdown: 50% general comprehension, comprehensibility, appropriateness and fluency ("communicative competence"); 25% extent and accuracy of lexis, 25% grammatical accuracy. I have not included accent, because, as I see it, accent is only important insofar as it contributes to comprehensibility and will therefore be expressed in the generous percentage allowed to communicative competence (however, I am sure many will disagree!). The final mark is an average of those given by the two examiners or a compromise acceptable to both; this may or may not be influenced by the teacher's opinion. It is expressed as a percentage, which can then be translated into whatever number of points in the full "Bagrut" the oral is to be allotted; more, I understand and hope, than it has at present!

5. *Comment*

As far as time-saving goes, this system saves no time relative to the old interview system; indeed, I think that no time can be saved without endangering the reliability of the test. But it does gain some of the other advantages of the discussion-test: the presence of two examiners to ensure more objective marking; the lessening of the conversation-stimulating load on the examiner, and corresponding expansion of the preparation of time the candidates speak; the presence of a peer to give support. On the other hand the intimacy of the interview is to an extent preserved, as is flexibility; examiners may lengthen or shorten the test, or detain one of the candidates at their discretion. As to my own contribution — the task-list — this would need careful consideration and a lot of work in its drawing up; my suggestions above are only a crude outline; but I do feel that it would be a major contribution to the validity of oral tests, allowing as it does for a wider variety of communicative functions and notions than either the old interview or the newly-proposed discussion do.

References

1. As defined in M. A. K. Halliday, Angus McIntosh and Peter Strevens, *The linguistic sciences and language teaching*, Longman, 1964.

2. As described by Hana Raz in *English Teaching Guidance* 25.

Note: I have referred to "the examiner" and "the teacher" throughout the feminine gender; this is not because I have anything against men, but because I and the majority of "Bagrut" oral testers and teachers happen to be women.

COMPOSITION — APPROACHES AND EVALUATION (Part I)

by *Hassida Stern*, Givat Washington

Current thinking seeks a development of techniques in language learning requiring a more active use of a student's mental powers. The whole process of thought is demanding more attention, probably as a result of the emphasis on communication. In the realm of the writing skills, composition, recent studies show that writing improvement follows practice in thinking a problem through.

In view of this, teachers may no longer feel the need to defer or widely separate reading and writing lessons from listening and speaking activities. Therefore, writing activities should be designed to reinforce listening, speaking and reading and give students practice in structural and lexical items. The activities also enable a teacher to detect errors which are peculiar to each student and become a device for attracting the student's attention to an error he is likely to make frequently.

However, all the listening, speaking, reading and writing, all the vocabulary enrichment, all the experiences, contribute only incidentally to the ability to write "original" compositions. Systematic teaching is essential to help pupils acquire basic expressional writing ability after gaining some language competency.

With so much writing in foreign-language classes over so many years, one would expect to find that this is the skill for which effective methods have been evolved and with which the students have the most success. Unfortunately, examination papers in composition the world over are, with few exceptions, disappointing. Students develop the habit of attempting to express themselves in strange words, often sought out in an inept way in a dictionary, finally constructing hybrid phrases without realizing that they are quite incomprehensible in the foreign language. Compositions covered with red marks, taking hours for correcting a single assignment, show we have not been teaching the students but merely punishing them.

Students should leave the composition classroom with a sense of achievement rather than a feeling of frustration. Since the vast majority will never be required to write the foreign language for anything but the most straightforward purposes such as letters, memoranda or short reports, it is not reasonable to demand creative and original essays. The writing task should be such that it ensures he has something to say and a purpose for saying it. He should also have an audience in mind when he writes, which indicates the need for meaningful situations as a framework. The student's ability to organize his ideas and express them in his own words is a skill essential for real-life communication.

As all teaching is a process of moving from the simple to the complex, so in composition we move from strict control to "freer" writing, from sentences to

the single paragraph and from the single paragraph to the whole composition. Here, as in all subjects, practice cannot be stressed too greatly.

In developing a strategy for the writing skills we can begin with the written pattern practice of the structural frame (substitution table), a pre-composition exercise.

	I want	a	cheese sandwich	
	He wants		meat	
Do you				with tomato?
Does he				?
Why				?

This frame can grow in complexity by the addition of other verbs, relative pronouns and connectives like 'because', 'but' or 'and'. Such a frame lends itself to dictation, practice in punctuation, the addition of new elements like longer structures, conversion to reported speech or transforming to dialogue form.

Other elementary devices which give practice in the greatest possible chance of writing correctly include:

a) copying a given sentence or two accurately, with sounding out, to encourage observation of details,

b) rewriting what has been copied without reference to the original, then dictating the same, which also encourages listening comprehension.

c) writing a learned phrase as a response to a question or as a description of a picture the teacher has shown and discussed, which enhances understanding and develops lexical skills.

Such restricted procedures can then be followed by controlled writing in which a student cannot make a serious error if he follows directions. It is a step beyond the sentence, in which the variety of error should be reduced. It is practice not in isolated sentences but in the basic sub-division, the paragraph. Grammar becomes a tool rather than the subject. The following types of exercises are suitable:

a) Turning a paragraph of questions into a paragraph of written statements;
Does Dizengoff Street run north and south?
Are there many shops along the street?
Do the shops sell fashionable items?

b) Answering "or" — questions based on a reading or general knowledge such as:
Were the early movies skillful or crude?
Were they filmed in a studio or outside?
Did the actors use exaggerated or subtle movements?

c) Using "fill-ins" for sentences which form a paragraph.

d) Inserting words of frequency or connectives;
Have you ridden/taken a bus to the city? (often; frequently; seldom; never)

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I have *frequently*...

Have you gone with a friend? Have you window-shopped?

This limited type of expansion exercise may also be done through the insertion of modifying words and phrases or the inclusion of further information supplied by the teacher.

e) Changing the sentence in a known dialogue, short paragraph or series of action sentences by —
   1) changing the subject,
   2) changing the subject and verb to plural or singular,
   3) adding "yesterday", "later", "tomorrow" or "before",
   4) making grammatical changes.

f) Supplying multiple choice beginnings or endings to several sequential sentences.

g) Retelling a very short reading selection from memory.

The above approaches to controlled writing provide the student with models which he follows closely. They restrain him from trying too much too soon.

Organization, which is quite as necessary as form, should also be included in the controlled writing procedures. One method is the scrambling of sentences from a carefully constructed paragraph beginning with a known selection or excerpt. In reordering sentences, students become aware of the sequence required of sentences in a well-written paragraph.

Another method is the construction of a paragraph consisting of sentences set by the teacher alternating with sentences chosen by the student with no change in the order of the sentences.

"How Can We Keep Our Teeth Healthy?"

1. First we should visit a dentist twice a year.
   a) It is necessary to make an appointment.
   b) He uses special instruments (tools).
   c) He will advise us.

2. He examines our teeth.
   a) He looks for cavities.
   b) He tells us what dental problem we have.
   c) He tells us what treatment we need.

3. The dentist explains how we can help ourselves.
   a) We should brush our teeth every day.
   b) A healthful diet helps build strong teeth.
   c) Some foods are bad for our teeth.

This kind of exercise is a first step in the preparation of outlines which are needed for further development in composition writing.

Guided writing as the next step allows some freedom in the selection of lexical items and structural patterns but is kept to what the student has learned, what he has read or heard. Bearing in mind that the student still has a model to follow, he can now do completion exercises or prepare sentences where lexical items have been given in a fixed order (varying subject or person, and tense, which force the student to use certain grammatical structures).

a) The student is given a short reading extract and is required to write a similar paragraph using the notes he has been given.
Horses —— animals —— useful —— since ——
They —— first —— to help —— from one ——

b) After doing a day's assignment with the teacher the pupil can paraphrase using parts of the original. He is limited to a particular usage or grammatical rule and gains in spelling.

c) A clue can make clear what the rest of the sentence requires.
If I were in Eilat I would visit ———
If it were June ———
If my friends were with me ———

d) . Pupils are given a topic with appropriate lexical items and asked to write a paragraph by a set pattern.
Alternate sentences beginning with "There" and "It".
"Mrs. Levy's Kitchen"
There is a round blue tin box on a shelf. It is full of cookies.
There . . . . . It . . . . .

e) A paragraph can be written on a topic related to a reading passage such as "Chores in an Israeli Home" versus "Chores in an American Home".

f) The teacher can tell a short anecdote several times, then encourage the students to ask questions after which they will write the paragraph using some of their own words. Limit the length of the sentence to two clauses.

g) Read a passage that is short, contemporary, reasonably simple, with organization that is careful and obvious, together with the students. Analyze the author's paragraph organization sentence structure and his use of vocabulary and indiomatic expressions.

h) Supply the class with three similar pictures followed by a descriptive text of one. Students will read to find which picture fits the text. Elicit lexical items and expressions pertinent to all pictures. Discuss tense, order and form. Write a description of one of the other pictures following the model.

i) Present a topic sentence that limits the verb form or the sentence pattern. "My friend Tom has tried to save money ever since he decided to travel abroad". Students add sentences, each beginning with "He has . . .".

A class, where students have shown their ability to handle the guided writing recommendations, can progress to "freer writing", which is a more difficult activity involving a relaxation of restrictions.

(*Editor's Note*: Part II of this article will be published in our next issue.)

SETTING UP A RESOURCE CENTER

by *Boaz Sarig*, Kalay School, Givatayim

An English resource center should be able to serve the needs of each individual student. It can provide everything except opportunities to speak. It is not a language laboratory; it is a library.

In a library a person works alone, and the same is true for a resource center. Therefore the material in the center must be broken up into small independent units which can be dealt with within the limits of a single class period. This is done by mounting the material onto cards, each card being a self-contained unit including answers. Some of the categories suited for mounting are:

1. reading comprehension,
2. cloze exercises,
3. vocabulary tests,
4. practice of specific points of grammar,
5. sentence construction,
6. expressing oneself in writing.

Only "category 6" cannot be self-corrected. Such material, free composition work, is left in the center, corrected by the student's teacher, and personally returned to the student. Such cards are usually built around a picture. Key words and leading questions are also supplied. There is usually a choice of subjects for the writing assignment built around what has been presented on the card.

Multiple-choice type questions for reading passages are best suited for mounting on cards. They allow the student the greatest amount of independence. And it must be remembered that the resource center offers students independence more than anything else. It allows the better student the satisfaction of self-fulfillment. It allows the weaker student an opportunity to practice on an individual basis. The resource center is an alternative for the unhappy student who considers the standard English lesson a mental straitjacket. In fact, almost all students benefit from a change. A weekly visit to a resource center can be very stimulating.

In addition to cards, there are also books and magazines. This material may be divided into four categories:

1. dictionaries,
2. English for special purposes,
3. introduction to the cultures of the English speaking peoples,
4. introduction into the field of mass communications: newspapers and magazines.

It was mentioned above that there are no opportunities for practicing speaking. But, on the other hand, the resource center is ideal for practicing listening comprehension. All that is needed are cassettes, a cassette player, earphones, and sheets of multiple choice questions. With the addition of a small simple device, five students can listen at the same time. A T.V. set can be used in the same way.

In our school, Kalay High School, Givatayim, the English teachers volunteered to be in the resource center during their free hours. This is a partial solution to the problem of opening the center to students. There is no possibility at the moment to pay someone to do it. During the hours when no teacher is available, the room is left open, and the students are proving to us that they are responsible human beings. True, a teacher can handle a larger number of students ; but if there are no more than ten or twelve in the room at one time, the students have no trouble behaving in a way conducive to individual study.

Even a teacher cannot handle a class of forty in the resource center. The center cannot replace the classroom under the present conditions. On the other hand, given enough material and proper facilities, I can see myself handling more than forty students at one time. There is no reason why such material could not be one section of a multi-subject resource center. The resource center is adaptable to almost all learning environments.

There are many different ways in which a student can be excused from the classroom lesson in order to take advantage of the resource center. If a large number of students are interested in doing so, a system of rotation can be applied, e.g. groups of nine or ten every fourth day. In other classes, individuals express a desire to go to the center for a predetermined number of lessons each week. The rest of the time they are together with the class. There are some students who want to be excused from the class lessons together. In all cases, the student lists what he has done on his record card which is kept in the center.

A "learning contract" has been developed in order to help students who are working on their own. Here the problem is the creation of a framework within which the student wants to work. The contract is between the student and himself and is witnessed by the teacher. The teacher's contribution is mainly

in the process of writing the contract. It is at the time of drawing up the contract that the student and teacher have a long conversation concerning goals and means of fulfilling such goals. The contract, to be facilitating, should be the natural outcome of such an interaction. The contract I use has been included in the Appendix.

We are personally indebted to Pnina Linder of Kibbutz Magan Michael for inviting us to the Hof Carmel Regional School and spending the day with us. The visit inspired much of what we have created. Her parting words emphasised step number one in building a resource center, a room for teachers to work in. The room should contain all the raw materials and tools needed for creating the finished product. Back at school, we cleared out a storeroom and set up shop. The result of which is the resource center.

Appendix

STUDENT CONTRACT FOR ENGLISH STUDIES

Purpose:
Project:

A. resource materials:
B. mode(s) of execution:
C. place(s) of work:
D. date of completion:
E. criterion performance(s):

Consideration contracted for:
Consideration for nonperformance:
Evaluation:

A. by whom:
B. by which means:
C. under what conditions:

Consideration of the fulfillment of the contract will be decided by:

Any changes in this contract must be initialed by the party to the contract, and, also, the witness.

Signed: (student)
Witnessed: (teacher)
Date: .....

STARTING A HIGH SCHOOL ENGLISH DEPARTMENT

by *Maxine Liptzen-Dorot*, O.R.T. — Afridar, Ashkelon

Prior to this school year, the English teachers at O.R.T.-Afridar High School in Ashkelon were a friendly bunch, but there was very little professional interaction other than complaining about students. To rectify this and hopefully unite teachers and students in their common goal of attaining more than adequate English skills, I proposed establishing an English Department, i.e. a place where students could read English, speak English, study English, in essence 'breathe' English in an informal atmosphere with the friendly help of a teacher and in an enjoyable way.

With the cooperation of the administration a room was secured, book-shelves, cabinets, bulletin-boards, chalkboard, and furniture were installed, and audio-visual equipment was obtained; we have a phonograph, cassette recorder with a good supply of tapes, and a language laboratory. The latter enables up to six students at one time to plug into a tape of their choice. Our offerings consist of "Eveline", "A Summer's Reading", Listening Comprehension Exercises, news reports from the BBC and Kol Israel, explanations of grammatical structures, jokes and amusing anecdotes, assorted short stories, and excerpts from current television shows, including "Soap" and "The Love Boat". In our library there are fiction and non-fiction, British and American pop and fashion magazines, "Sports Illustrated", "Time" and "Newsweek", "Jerusalem Post", "Reader's Digest" and even a copy of New York's "T.V. Guide".

A popular spot is our "Play It!" shelf where students can choose from crossword puzzles, hidden word searches, riddles, lyrics to rock songs and instructions on how to do magic tricks.

On Sundays and Wednesdays we broadcast "Breaking In", an eight minute English program aired during the second hour class break and prepared and read by students in all classes on a rotating basis. The show features announcements of school and local events, personal announcements, messages and music. Students may put in their dedications, etc., in English, in a special "Request" box in our office. An English typewriter is also available and is the source of many laughs. Being used to the right-left direction of Hebrew, working "backwards" on the typewriter poses some confusion and often as much embarrassment as when the pupils record themselves speaking in English and hear the playback in the company of their peers.

Our teachers can see and hear themselves as others do via our Guided Self Analysis Program (GSA) whereby the teacher is videotaped during a lesson for playback and review either in the company of other teachers or in complete privacy.

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Our year's project is to publish an English language magazine written and produced by our students. Its title is "Write On!" The English Office is open from 7:30 a.m. to 8:00 a.m. when it is manned by students. It is also open during all class breaks, teachers' free hours, and whatever other time they can spare. The staff is available to inspire, explain, or just to "be around" and frequently staff members from other departments come in to browse and ask questions. In addition, the six teachers in the department meet twice a month to exchange notes, share ideas and problems, lend moral support and air grievances. We also work as a team to formulate policy as to curriculum, classroom and homework, textbooks, standards, and general rules and regulations. Teachers also have a standing invitation to sit in and observe colleagues in action, an activity which has led to helpful suggestions, exchanges and discussions of teaching techniques, and at times, general commiseration.

Even though we are only two months old, it is safe to say that O.R.T.-Afridar's English Department is realizing its goal. There is interest and excitement among students and faculty, and with our united efforts, we are proving that learning English can be fun and successful.

A SUGGESTED SYLLABUS FOR NATIVE SPEAKERS OF ENGLISH, 9TH—12TH GRADES

by *Erica Garb*, Himmelfarb School, Jerusalem

The suggested syllabus is divided into two sections — Literature and Proficiency — which necessarily overlap from time to time. The purpose of the literature section is to give native English speakers at least a nodding acquaintance with some of the landmarks in English literature, an idea of its chronology and development, and the relationship between literature and the history, philosophy and ideas of the times which create it. The proficiency section deals mainly with the WAYS in which people communicate their ideas, feelings and perceptions of the world, and stresses choice of words in relation to the author's intentions. In this section, by author, I mean the students themselves, and the material is designed to increase the student's ability to express himself in writing. Formal grammar is mainly remedial, and based on the students' own needs.

The syllabus below is intended for high-school students and can be adapted to the abilities of the particular class: some classes might benefit in the 9th grade from material that other classes might be able to handle only in 10th or even in 11th grade. The literature sections, together with the outline for book reports, provide a basis in literary techniques and analysis for those students who take a 6th point in 12th grade.

PROFICIENCY

A. Writing Skills and Vocabulary

The following are examples of exercises designed to a) focus attention on the ways words convey nuances of meaning and b) to extend vocabulary.

1. Students are asked to choose *two* of the following compositions. The form may be that of a personal or business letter, diary entry, advertisement, telephone or face-to-face conversation, etc. The subject is a description of their school. The points-of-view are the following: a) Their own, to a friend in a foreign country, b) their own, to the principal of the school who has invited comments, c) the principal to a colleague, d) the principal to prospective donors, e) the principal to prospective parents, f) the father of a straight-A student to a prospective parent, g) the father of a straight-D student to a prospective parent, h) the architect to a colleague, i) the janitor to a colleague.

In discussing their own and each others' assignments, the students are asked to define which factors influenced their purpose, tone and language, whether both their descriptions were equally accurate, what limitations were caused by the prejudice of the author or the audience, etc.

2. Students write descriptions of a man packing a suitcase to spend a few days skiing at the Hermon ; packing to go to the army. They focus on his movements, facial expressions, etc.

3. Students study descriptive passages such as the one given below and indicate how description can convey feeling, mood or character.

They then write descriptions of well-known people (like each other, or their English teacher!), where description has to indicate feeling or value judgements.

Sample passage: extract from "Great Expectations".

"My sister ... with black hair and eyes, had such a prevailing redness of skin, that I sometimes used to wonder whether she washed herself with a nutmeg grater instead of soap. She was tall and bony, and almost always wore a coarse apron having a square impregnable bib in front, that was stuck full of pins and needles."

4. Using a Thesaurus, students find as many words as they can, meaning "he said" (e.g. jeered, proclaimed, mumbled, agreed, hinted, etc.). They then write appropriate sentences with each. (Similarly, "he walked" — strutted, marched, lurked, sidled, ambled, etc.)

B. Outline for Book-Reports

(Literary analysis, vocabulary enrichment and extensive reading)

This outline consists of about thirty questions. The students answer those which apply to their particular book.

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EXAMPLES:

Background. a) In which way does the background influence the actions or personality of the characters? b) What have you learned about the customs of a culture different from your own?

Plot. a) What is the likelihood that the events could have taken place in real life? Was it by coincidence or not that the author manipulated his plot? b) Do the events arise from the characters or background, or are they arbitrarily contrived? c) Has the author left unsatisfying "loose ends"?

Character. a)What are the strengths and weaknesses of the main characters? b)Are any minor characters interesting? What is their function?

Theme. a) What do you suppose was the author's main reason for telling this story? (to amuse, ridicule, preach, shock, seek a solution to a social problem, gratify your desire for adventure or romance, offer some insight into human nature or destiny, criticize . . . etc.) b) Has the book influenced your own thinking? c) Were there any specific incidents which aroused your emotions (made you angry, depressed, hopeful, enthusiastic, joyful, curious, etc.).

Style. a) Are there any unusual and original phrases, words, expressions (e.g. colourful figures of speech, vigorous verbs, striking detail, sparkling dialogue, humour, wit, insight, depth of description, gripping suspense, irony, etc.). Quote representative passages. b) Are there any passages which seem too long, which do not seem to develop either character, mood, background or plot?

C. Grammar and Dictionary Skills

The following text-books have proved very useful: a) "Advanced English Practice", Graver; b) "Use your Dictionary", Underhill, Oxford University Press.

D. Oral Skill Promotion

Strict rules can be constructed for formal debates, which help the students to organize their ideas. For example, each speaker is restricted to three points only, and no repetition is allowed, which forces the students to listen to each other. Making students argue AGAINST what they actually believe provides practice in seeing the other's point of view. Alexander's book, "For and Against" provides material for subjects, as does the "Jerusalem Post".

E. Discourse Analysis, Note-Taking, Summarizing

These activities are most usefully studied in 10th or 11th grade, depending on the class. Activities include: a) Identifying paragraph construction (narrative,

descriptive, analytic, both deductive and inductive, contrast and comparison, analogy, definition). After learning to identify these constructions, students practise writing in each of the different styles. They read each other's work, and have to identify the type of construction used. b) Relationships between sentences, relationships between paragraphs. c) Scanning techniques (using first and last lines, titles and sub-titles, captions, etc.). d) Making summaries and note-taking, using scanning techniques as a basis. e) Altering meaning through punctuation. f) Constructing essays.

Materials may be found in articles from the "Jerusalem Post", "For and Against", the essays from the Bagrut syllabus, and a very useful pamphlet which I found in the "Akadamon" of the Hebrew University, intended for the pre-academic English programmes, and entitled "Supplementary Material". Browsing around the shelves of the Akademon often provides other interesting material.

F. Extension of Writing Skills Through Projects

The following are examples of projects which I have found captured the students' interest.

a) *Media.* The students pretend to be futurologists, and predict the future by studying trends in the media. They use posters, buttons, magazines and newspapers, advertisements, etc. Extracts from Orwell's "1984" make a useful adjunct to this project. Students do research on trends in England of 1948 which materialize in Orwell's 1984.

b) *Prejudice.* The students work in groups to decide on areas of prejudice (e.g. — there is prejudice against boys who do not cut their hair!), and then construct a questionnaire designed to test prejudice in each of these areas. The questionnaire is then duly tested on a representative sample and analysed. Everyone is usually found to be prejudiced to a certain extent, except the students themselves! (Their opinions are always the result of rational considerations!) Useful materials are extracts from "The Merchant of Venice", "Huckleberry Finn", a "Connexions" pamphlet entitled "The Language of Prejudice" available from the British Council, poems such as "Three Red Heifers" by Frances Carey Slater, a short story by Shirley Jackson called "After you, my dear Alphonse".

c) A new experimental programme called "*Rich*" will probably be available soon. Two units have aready been prepared, the first based on material leading to an analysis of the values of "to whom do I owe responsibility" and using material relating to the rescue of Vietnamese "boat people" and to the Holocaust, and the second, appropriate for Purim, on humour. (*Editor's note*: Schools will be notified when this new programme becomes available.)

d) Further material realting to the *Holocaust* include Elie Wiesel's "Night" and "Dawn", Yael Dayan's "Death had two Sons", "Addressee Unknown", the script of the radio play, and poems such as Auden's "Say this City", "All there is to know about Adolph Eichmann", or Peter Ustinov's book of bitter cartoons, "We were only Human."

e) A newspaper of the future, or of a historical period or place relating to the literature being studied.

f) A sociologist from Mars writes a report.

Literature: Suggestions for 9th and 10th Grade

Each of the following collections of suggested reading materials is grouped around a central theme.

a) *Social criticism. The connection between the background of a period and its literature.*

Folk-songs. "Mary Hamilton", "The High Sheriff of Hazard", Bob Dylan's early songs. "What did you do in school today", Pete Seeger.
Plays. ":Pygmalion" or "The Devil's Disciple", G. B. Shaw; "An Enemy of the People", H. Ibsen.

Suggestions for written or oral work. *Ibsen*: the students produce a TV discussion show, each representing a character type from Ibsen's play, but the issue involved is a nuclear reactor, not mineral baths. *Shaw*: the students collaborate in writing a play using another Greek myth in order to criticize modern society. For example, one group made a present-day Icarus invent a time-machine, with disastrous (and hilarious) results.

b) *Political structure and the "right to rule".*

Folk-songs. "Mary Hamilton".
Extract. "Beowulf".
Play. "Macbeth".
Novel. "Animal Farm".

c) *Technology.*

Poems. "This excellent Machine", J. Lehman, "Let us be Men", D. H. Lawrence, "The Unknown Citizen", W. H. Auden, "Talking Atomic Blues", Pete Seeger, "The Express", S. Spender.
Novels. "I, Robot". I. Asimov, "On the beach", Nevil Shute.
Short Stories. Science fiction.

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d) *Attitudes to War.*
Poms. Wilfred Owen, Laurence Binyon, Yehuda Amichai.
Novels. "The Caine Mutiny" and "Winds of War", H. Wouk.
Non-fiction. "The Seventh Day", Soldiers talk about the 6-Day war.

e) *Prejudice*
Novel. "Cry the Beloved Country", together with project material.

f) *Shakespeare*, comparison of themes.
For a class which has read "Macbeth", compare with Julius Caesar and "Hamlet". (Appearance/Reality, or "The Right to Rule".)

g) *What is a hero?*
Plays. The Bagrut plays, "All My Sons" and "Arms and the Man".
Non-fiction. Accounts of the Entebbe mission.
Additional plays. "Cyrano de Bergerac", "The Crucible", "Death of a Salesman". (Different times produce different concepts of a hero.)

h) *Additions to the Bagrut syllabus.*
My Dungeon Shook. The project material on the "prejudice" theme can well be used as an introduction to this essay, read together with "Everything that Rises". Sociological material, such as Gordon Allport's "The nature of prejudice", or "Race Awareness in the urban 4-year old", is also useful. It is also instructive to find first-grade Readers used in American schools, where, until very recently, the children were all from white, middle-class backgrounds.
Eli the Fanatic. The "Rich" experimental curriculum mentioned above would be an excellent introduction if one wanted to stress the background of the Holocaust. To highlight the question of "what is normality", Emily Dickinson's poem, "Much Madness is Divinest Sense" is perfect, and if one wanted to examine the conflicts of the assimilated Jew, the following stories could be used: "Defender of the Faith" and "The Conversion of the Jews", also by Philip Roth, "The Jew-bird" and "The Lady of the Lake", Bernard Malamud, or "The Loudest Voice", by Grace Paley, a story of a little Jewish girl who is chosen to star in the Christmas pageant because she has the loudest voice.
Arms and the Man. The project material on "Attitudes to War".
Poetry. As well as providing a pleasant introduction to a literature syllabus of any age level, folk songs can also serve as a useful introduction to the poetry syllabus.

In all the material I have chosen and tested, my intention has been, above all, to try and provide texts that will interest the student and show him that literature is not something merely academic, but arises from the urgent needs, feelings and ideas of people like himself.

ANOTHER WAY TO LITERATURE

by *Asher Harris*, Ulpana school, Pardess Hana

The only excuse for yet another article on teaching literature in the two top classes is the possibility that other teachers, in experimenting with a different approach, might come up with more novel ideas and thus keep the circle moving. Anyhow, this is the way I have done it for the past few years, as many participants in summer courses where I have lectured have already heard, and since it seems to work, I offer this system for you to try out in your own way, with your own additions and improvements.

Right from the beginning I tell my pupils that I do not intend to teach them the stories or the play, but that they are going to learn them by themselves, with a little help from me. During the two years of Grades 11 and 12 I keep reminding them of this, especially when the going gets rough, as it certainly does from time to time.

They are introduced to group work in many spheres, e.g. comprehension (see article in ETJ No. 22), cloze tests and simulations, and literature is no exception. For example, as an introduction to "The Standard of Living", I let them play Annabel and Midge's game of "What would you buy if you had a million shekalim?" We then write a composite list on the blackboard and it is surprising how little variation there is between one group and another, or between one year and the next! In the first lesson on "My Secret World of Idiom" I get the groups to draw rough sketches of common Hebrew idioms which they then come and draw on the blackboard. The rest of the class must try to guess what idiom is depicted. This is very noisy and great fun, especially as they often exhibit great ingenuity. In the first, or possibly the second, lesson on the play (I teach "Arms and the Man") they draw a sketch of the stage as it appears in the first act. This often yields interesting results. Most groups draw a plan, but if there happens to be a budding artist among the group, you sometimes get a front view with a vivid sense of perspective.

Having first met the background we begin to work on the text. I will first present a brief outline in list form of my lesson plan, then I will elaborate this and afterwards give some examples of the kind of work the groups have to work on.

Step 1 — reading the questions in the "plenum"
Step 2 — reading in groups.
Step 3 — working on the questions in groups.
Step 4 — review; questions and answers in the plenum
Step 5 — back to Step 1 again

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Step 1 — I get the pupils to read the questions aloud, explain if they can, and hazard answers from the form of the question. It is occasionally necessary to point out the drift of the question.

Step 2 — The switch to and from groups is done very quickly and with very little fuss, and the groups themselves are very seldom not heterogeneous. It does sometimes happen that due to absence, all the better pupils or all the weaker one in a particular group are missing. Then I make a couple of quick changes which are automatically accepted. I encourage them first to read the text as quickly and fluently as possible, without pausing for difficult words or phrases. The good pupils correct the pronunciation or stress mistakes of the weaker ones as a matter of course, and there are no feelings of resentment on one side or condescension on the other. At this stage I walk round the class, mainly to make sure that the fluent readers don't "hog" the text, but also to listen for gross misreadings, usually in sentence division rather than in individual words.

Step 3 — They then read the text again, looking for the answers to the questions. These also serve as the basis for homework and pupils can choose, next lesson, to answer selected questions orally, or read their written answer from their exercise books. Only where the question specifies that the answer must be a direct quotation from the text are they required to copy the quotation into their exercise books. As these quotations are also "key sentences", they later serve as starting points for composition and as a useful reservoir to draw on. This step may last up to 20 minutes but there should be enough time towards the end of the lesson for Step 4 and possibly Step 5 too. During this stage I find it quite possible to leave the classrooms to have a word with the headmaster, or pop into the staff-room or the library. While they are working together in this fashion, there is a lovely hum which is hardly audible outside the classroom, and a glance will show that nearly everybody is taking part. There are very few who never say anything at all — sometimes the very weakest may make a comment in Hebrew and that does not upset me as it shows at least that she understands.

Step 4 — Calling them to order may take a minute or two, particularly if they are working well and if their interest has been more than normally caught. I then ask for answers to the questions and we discuss what we have read. They ask about points they have not understood and having rounded off this section, we proceed to Step 5, which is back to Step 1 again.

This system is admittedly slower than the traditional teacher reading and asking questions as he goes, but I feel that the extra time is well worth it. It is certainly better than "Read the next two pages for homework" with no direction and no-one to ask for help (except the ubiquitous cribs which you cannot eliminate).

Far more pupils are actually talking and working, and if they do not understand, they ask me (Make questions!) instead of me asking them. (Incidentally, my first answer to *any* question is, "You tell me.")

To finish a section or chapter or Act there are usually fill-in exercises which must be copied out in full into exercise-books.

Here, now, are some examples of the kind of questions I have prepared. They are stencilled and handed out to each pupil and serve as the guide for their reading.

Eveline

Paragraph 2

a) The atmosphere in this paragraph is one of "looking back to the past with longing". Can you find the word in the anagram GALSATION?
b) Mention some of the things Eveline remembers.
c) What changes have taken place since then?
d) With what sentence does the author introduce the plot?

Paragraph 7

a) When does this paragraph begin? When does it end?

Paragraph 8

a) When does this paragraph begin? When does it end?
b) Compare these last two questions.What keeps happening to Eveline?

Paragraph 12

a) Compare (paragraph 10) "he would save her."
(here) "he would drown her."
b) Read the last sentence of the story carefully. Can you say anything about the three words "... love ... farewell ... recognition," and their order?

Summing up

Here are two opinions about Eveline as she appears at the end of the story. Say which you agree with and explain why.

Opinion A: Eveline could not make up her mind because of the two opposing forces pulling at her, and so she remained where she was as if paralysed.

Opinion B: The absence of a decision to go is the same as a decision not to go. Eveline decided not to go and she had her reasons.

For the final exercise I have written a five-paragraph, thirty-sentence composition, mixed up the paragraphs, mixed up the sentences inside each paragraph and given to them to put in order, under the heading: "Eveline was a poor, mixed-up girl — see if you can straighten her out!"

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The Standard of Living

Paragraph 1

a) Make a list of all the kinds of food *you understand* (without using a dictionary).
b) Comment.
c) What effect did all this food have on the two girls?
d) Is this surprising?
e) (Hard question) Why does the author tell us all this?

Paragraph 4

a) Explain the words "conspicuous, cheap, charming."
b) Which one of these words does not fit?
c) Compare this with paragraph 1 — what is the author trying to tell us about the two girls?

Paragraph 10

a) Who was Sylvia?
b) Who asked first?
c) How does Sylvia's answer prove that she did not play the game seriously?

To round off our study of Dorothy Parker, I teach them the same writer's poem, "Resumé" (by heart, in ten minutes, but that's another story!)

Obviously, the range and type of questions reflect the inclinations of the teacher and these are representative of my thinking at the moment. But it is the method I am concerned with here: each teacher will create his own content.

I have taped myself reading all the set pieces except the play, and after we have finished reading and learning each story, and before the examination, I play the tape right through without stopping. This is a real pleasure to watch, and often, at the end of a reading, there is an audible expulsion of breath, evidence of the personal involvement of each pupil in the class. I have even on occasion been rewarded with a spontaneous burst of clapping! Who can wish for more?

To conclude, I would like to share with you my excitement, repeated every year, when we learn "My Dungeon Shook". This seems to me the most difficult of the present cycle. I leave it to the very end, after reading and learning everything except the play. Without any introduction whatsoever, I play the tape through once only, and then the groups are asked to write down anything they remember — but anything, a word, two or three, half a sentence, anything. When I feel they have more or less exhausted their memory, I invite them to come and write on the blackboard. (Whenever I bring pupils to the blackboard, I prepare it by drawing lines. I hold the chalk on the board and walk from one end to the other. This method invariably produces a laugh and the lines are not very straight, but they serve the purpose. If, as is the case more often than not, I

want more than one pupil writing at a time, I divide the blackboard vertically so that they don't get in each other's way.) In a very short time the blackboard is completely covered and if there were two or three times the area, they would fill that, too. From that point on, we are off and away, and everybody is very impressed by the amount they remembered and understood. We spend another three or four lessons working gradually inwards, answering their questions, arguing, drawing parallels, finding key sentences, talking about paradoxes ("Everything I say is a lie" or "What happens when the irresistible force meets the immovable object?") or about guilt and innocence and, and everything! Oh, yes. *My* first two questions are "Why did he start the letter five times and tear it up five times?" and "Why does he mention this?" But *I* don't ask these questions — I get the class to ask them by prodding: "Nu, say something about the first sentence! What, no questions? Be'emet!" And then I get the answers as well. Finally, when we listen to the tape again, you find them reciting some of the lines by heart together with the recording, "You can only be destroyed by believing..." and "It is the innocence that...".

Ah, well! If I have succeeded in firing your imagination, then that is what teaching is all about.

A CHECK LIST FOR TESTS AS MEASURING DEVICES

by *Michael Toben*, Talpiot Teachers' College

Language tests and examinations are measuring devices. The question the teacher must ask himself is: "What am I testing?" Is this test for dividing the class into 3 ability groups, or is it intended to assist the class review last month's work? Obviously, the answers will influence the nature, structure, content and length of the test to be prepared. From the question of the general objective of the test the teacher must move to questions of the nature of the test (oral or written), content (e.g. grammar items, comprehension passage, etc.), structure (how many sections, how many discrete items in each question, types of questions, etc.) and so on. Preparing efficient and effective measuring devices is no easy task and teachers often spend many hours trying to do a good job. The following check-list is intended to help in that task and assist in the professional evaluation of the test after it has been used.

1. *Practicality* (Check before the test is given)
   — Given the means and facilities of the school and classroom, is the test too long, too expensive, too technically difficult to organize, too complex to arrange in the classroom, too long for the lesson period, etc.?

— Are the directions clear and are the spaces adequate for the written answers?
— Are the scoring instructions clear and is the answer sheet easily used?

2. *Validity*(A test should actually measure what it is intended to measure.) (Check before the test is given.)

— Is what is being tested relevant to the purpose of the test?
— Does each item in the test serve the purpose of the test?
— What precisely does the test measure? (e.g. is it a test on comprehension skills but do the answers depend on writing skills?)
— Have the students been trained in the specific techniques of this test?
— Have an adequate and representative number of items been chosen?
— Is the level of difficulty of each item consistent?
(Check after the test has been used.)
— On the basis of the test can one predict the suitability of a child for a certain ability group?
——Do the results of the test concur with a similar test taken previously?

3. *Discrimination* (Check after the test has been used.)

— Does the test produce a normal curve showing a reasonably normal distribution?
— Does the test produce a statistical spread?

4. *Reliability* (A test is a measuring device which must produce similar results every time it is used with the same individual regardless of who is giving and marking it. Equivalence.)

— Does the test produce stable and consistent results?
— Do the results change if a different examiner marks it?
— Has the time length or preparation changed — i.e. have the conditions of the testing experience been stable?
— Has the scoring system been changed or influenced between one group and another?
— Is the level of motivation stable?

For further reading:

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NEWS FROM THE INSTRUCTIONAL TELEVISION CENTRE

by *Sheila Been, Dvora Ben-Meir, Sionah Kronfeld* and *Roberta Stock*

Grade 10

The combined teams of I.T.C. and the ESH Language Project of Tel-Aviv University are working at full speed on the construction of a new programme for Grade 10. The name of the series is HERE, THERE AND EVERYWHERE.

This material differs from any material previously constructed in Israel, and reflects a "Communicative Approach" to language learning. The material consists of several components: telecasts, pupils' booklets, audio-cassettes, a detailed teacher's guide and ditto-master sheets and eventually, an accompanying Reader.

The pupil's booklet will represent the core of the program and will contain a great variety of activities for individual, pair and group work. The activities will be based largely on authentic material from newspapers, brochures, maps, and different kinds of official documents (telegrams, application forms etc.).

A special feature of the book will be the number of photographs of "real" people and "real" places. The lay-out will be attractive and sophisticated. The listening comprehension activities will be an integral part of the material and will attempt to develop such skills as selective and interpretative listening, listening for main ideas, and listening for in-depth comprehension. The reading activities will focus on a variety of reading purposes: scanning for specific information, skimming for main ideas, reading between the lines (interpretive reading), and reading for pleasure. Most of the activities will involve problem-solving, thus engaging the pupils' cognitive faculties and/or their imagination. In this way it is hoped that pupils will be encouraged to discuss and negotiate with each other.

From the above description it can be seen that the objective of the material is twofold:

1) to help pupils to learn the language by using it;
2) to develop skills which the learners will see as useful in the world outside the classroom.

We would like to draw attention to the following points:

1. The material, though adult in style, will not make heavy demands on the productive competence of the learners. It is hoped, therefore, that less-able pupils will be able to cope with it. On the other hand, the material lends itself to extension and expansion and thus will also cater to the needs of more able pupils. Teachers should understand that the material is designed for flexibility and utilisation, and that since there is very little grading or language sequencing, there is unlimited choice regarding the amount of time spent on any one activity, the order in which the activities are done, and

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the selection or omission of activities. Additionally, it should be understood that far more responsibility is given to the learners — how much the pupils learn is really up to them. The teacher's task is to bring the pupils to the water ; we hope that the materials themselves will make them want to drink.

2. Unlike previous T.V. materials, the units will not prepare the pupils explicitly for the telecasts, and the units will not be divided into pre-and-post-sections. The telecasts and booklets will be connected thematically, but the scope of the booklet will be much wider, and will include thematically related issues which will not appear in the telecast at all. Characters from the telecasts will be introduced incidentally together with characters not in the telecasts. Excerpts of the telecast scripts will be intertwined with texts from other sources, and presented either as written texts, or as listening material. In this way pupils will be conceptually and linguistically prepared for the telecasts without realising it. And last but not least, the teacher will be able to show the telecast at the most appropriate stage for that particular group of learners.

3. Grammar is not treated explicitly. Unlike previous ESH and T.V. materials, the units will not reflect a particular grammatical topic. However, the Teacher's Guide will suggest and explain grammatical topics that crop up in a particular activity. It will be left to the teacher to decide whether or not the class needs such explanations. In other words, the material will allow for either an implicit or explicit approach to grammar.

As previously mentioned, each unit will be published as a separate booklet. It is hoped that two booklets will be available for the school year 1981/2.

The first booklet, ON THE MOVE, is already being tried out in thirteen classes. It is estimated that this unit will take 6-8 weeks of classroom work. This unit is accompanied by three telecasts: BOOTS, AN OLD MAN WITH A SUITCASE FULL OF BOOKS, and I'M LOOKING FOR VOLUNTEERS. These three telecasts represent 3 episodes in the story of a Canadian teenager who goes on a hitch-hiking trip in search of experiences which will help him decide whether to drop out of school or not. Each episode depicts an adventure and very subtly presents general educational values.

The second booklet (provisionally titled SNOWBOUND) will be constructed on the same lines as ON THE MOVE, and will be accompanied by 2 telecasts Part I and Part II of the same story. It is estimated that this unit will cover 4-6 weeks of classroom work.

Teachers who are interested in using the material and who do not have their own closed circuit video equipment are advised to make a note of the broadcast schedule for 1981-82.

	Sunday 10.55	Tuesday 12.30
Boots	8.11.81	10.11.81
An Old Man with a Suitcase Full of Books	15.11.81	17.11.81
I'm Looking for Volunteers	22.11.81	24.11.81
Boots	29.11.81	1.12.81
An Old Man	6.12.81	8.12.81
I'm Looking for Volunteers	13.12.81	15.12.81
Snowbound Part I	3.1.82	5.1.82
Snowbound Part II	10.1.82	12.1.82
Snowbound Part I	17.1.82	19.1.82
Snowbound Part II	24.1.82	26.1.82
Boots	21.2.82	23.2.82
An Old Man with a Suitcase Full of Books	28.2.82	2.3.82
I'm Looking for Volunteers	7.3.82	———
Boots	14.3.82	16.3.82
I'm Looking for Volunteers	21.3.82	———
Snowbound Part I	30.5.82	1.6.82
Snowbound Part II		

In-Service Training

Since this material is innovative it is earnestly recommended that teachers attend in-service courses before attempting to use it. For a first introduction and an opportunity to look at the material, a series of seminars is planned (during Succot) in the following centres:

Tel-Aviv	Haifa
Jerusalem	Rishon Le Zion
Herzlia	Akko
Netanya	Nazareth
Ashkelon	Tiberias
Beer-Sheva	Petach Tikva

More details will be advertised later. However, we suggest that teachers undertake the task of finding out exactly when and where the seminars will take place.

If all goes according to plan, two or three units will be added in 1982/3, and another two or three units in 1983/4. Thus, by September 1984, a complete programme for Grade 10 will be available.

Grade 9 :Group Activities

In order to revitalise the Grade 9 programme, it has been decided to construct a series of group activities that would add an additional component to the existing material. To this end the team has been working on three different kinds of group activities which are currently being tried out in classes which use the alternative Grade 9 programme.

It is hardly necessary to stress today that it is imperative to include interaction activities in our methodology, since interaction between pupils not only promotes the use of English for real communication, but also encourages and trains pupils to work together in a socially acceptable way. The activities that have been constructed are based on three principles:

1. The activities *cannot* be successfully accomplished by one person ; in other words, each member of the group *must* make a contribution ;
2. The interaction must be such that a minimal amount of productive competence is required.
3. The activities should have some intellectual appeal.

Each activity has a different linguistic objective:

ACTOR WANTED is a listening activity in three steps. A cassette and a large chart are supplied. Pupils listen to three conversations and fill in three tables on the chart. Thereafter pupils are required to solve a problem based on the information they have gathered.

THE PARTY GAME is an oral interaction activity in four stages. In each stage a problem must be solved and the solution leads to the next stage.

WORD RUMMY is a vocabulary building and categorising activity. It is played very much like 7-card rummy with the winner of each round scoring a point.

It is true that teachers can make up group activities themselves ; however, this is extremely time-consuming, especially if graphics are involved. On the other hand, it is very expensive to publish kits of this sort. Furthermore, it is difficult to ensure that all the pieces are returned intact and ready for use by another group. In order to solve all these problems, it is hoped that this set will be published in the form of DITTO MASTERS. Thus teachers will be able to run off as many copies as are required at any one time and as often as needed. A Teacher's Guide and a cassette recording will be included in the package.

It is hoped that this experimental package of three activities will be available for the school year 1981/82. In-service courses will be held as soon as the material is ready. If we find that the materials are well received, additional sets will be constructed.

It should be noted that although the theme and vocabulary of these activities are loosely related to "The Sheriff of Hollywood Hills", they can be used in any Grade where it is felt that the level is suitable.

NEWS FROM THE ENGLISH TEACHERS' ASSOCIATION

by *Elite Olshtain*, Tel-Aviv University

The *English Teachers' Association of Israel* (*E.T.A.I.*) held its second annual conference during the Chanukah vacation, on December 7, 1980. Over 250 English teachers from all over the country participated in a one-day conference held at Gimnasia Herzlia in Tel-Aviv.

The annual conference started at 9:00 a.m. with registration and a book exhibit, followed by a general session with a number of key lectures:

Prof. D. Spolsky from Bar Ilan University spoke on "Notional Functional Syllabuses, Stevick's New Ways and other Everyday Miracles"; Dr. Peter Hargreaves from the British Council in Israel spoke on "Testing Communicative English"; Raphael Gefen from the Ministry of Education spoke on "Immediate Priorities for ELT in Israel" and Elite Olshtain from Tel-Aviv University spoke on "Decision-Making in the Classroom". Following the key lectures the participants chose between two parallel sessions: "A New Approach to Oral Testing for Bagrut" demonstrated and discussed by Linda Tahar-Lev and "Teaching English Under Difficult Circumstances", a film and discussion led by Peter Hargreaves.

Following the Lunch Break there was a brief business session and then six different discussion-pannel/workshops, at which teachers participated according to individual choice and preference. Below we would like to summarize briefly the content and discussions presented at the workshops.

a) "*Teunei Tipuach Workshop*" was chaired by Dr. Ruth Berman from Tel-Aviv University and had a panel consisting of four experienced teachers with rich background in working with disadvantaged students: Esther Hutiner, a specialist in the Sociology of Education, Veronica Foldes who has training in both Special Education and TEFL, Nili Eisen who has taught English in vocational schools and who has developed ways in which to tap the students' general thinking abilities, and Hazel Cameron from the Ministry of Education, who talked about realistic expectations and the teacher's role.

There was a number of important issues that all panelists and participants seemed to agree on:

1. "teuney tipuach" students can and should learn English;
2. it is necessary to take advantage of what the learners bring to bear to the learning situation; start with what they know and build from there;
3. in order to motivate these learners it is important to start from the student's world, relate things to their interests and prevent the constant feeling of failure;

4. all school subjects should be used to broaden the student's outlook, introducing new concepts, building one's sense of confidence; English can and should be used for the same general goals;
5. language teaching must become student-oriented, picking up each time from cues given by the students themselves as to what to do and learn;
6. in order to succeed with "teunei tipuach" students the teacher must be flexible, prepared to abandon preconceptions, pre-planned lessons and programmes if these do not work in the actual classroom situation.

b) *"English in the Fourth Grade"* was chaired by Elite Olshtain from Tel-Aviv University and was devoted to a survey of the various new textbooks for Fourth Grade that have been published recently. The authors of these texts were invited to present and describe their materials: Shoshana Postol, Nili Almagor, Ada Fuchs, Lilian Englander, Zafra Tatcher, and Lucy Marnin. (For a description of these materials see the separate report.)

c) *"Teaching English Speakers"* was chaired by Efraim Weintraub from the Hebrew University. The participants were Shoshana Hamburger, Andrea Shoneheim, Lillian Reichstein, Patty Golan.

A small interested group of teachers of native speakers of English met with the ETAI panel to discuss and exchange ideas relating to this often neglected area.

It appears from the range of opinions expressed that all agree:

1. that there is a lack of standardization in this area;
2. there is a wide range of criteria for deciding who a "native English speaker is;
3. there is a lack of suitable teaching materials for these students.

Shoshana Hamburger, an elementary school teacher, discussed her doubts and deliberations on the subject. Andrea Shoneheim, a high school teacher, opted for the view that such students should ideally be of equivalent status to their peer in an English speaking country. Lillian Reichstein and Patty Golan spoke of learning materials and programmes of studies used at their schools.

All participants agreed that ETAI was a very suitable forum for an exchange of ideas relating to this area of English teaching in Israel.

d) *Remedial Teaching in Secondary School* was chaired by Sheila Been from the Instructional Television Centre. Pnina Rosenblitt presented an argument against "private" lessons for individuals or small groups. Instead, she recommended that three additional hours be allocated to the weekly schedule just for those pupils who need extra attention. This should be financed jointly by the school and the parents. In this way the teacher can retain some control over the choice of teacher and the material used. Yael Bejerano presented the materials offered by EVERYMAN'S UNIVERSITY. These materials consist of several

components: language units accompanied by telecasts, units on general reading comprehension, units on literature, and a Teacher's Kit, which provides communicative activities. Since each unit is self-contained it is possible to tailor the course to meet the specific needs of each group; these needs are determined by the findings on a diagnostic test.

e) *Reading Comprehension for Advanced Students* was chaired by Thea Reves from the Ministry of Education. 37 teachers attended this session and three different presentations were delivered:

1. Naomi Graetz from Ben Gurion University described and demonstrated some of the methods and materials used at BGU with students who need preparation for long scientific article reading. The focus is on two elements: (a) organization, and (b) purpose. The teacher's objective is threefold: (1) to give the students a feeling of self-confidence; (2) focus their attention on the structure of the article; (3) to teach techniques of skimming and scanning. Guiding questions help students focus on the specific aspect aimed at in each phase of the reading process.

2. Miriam Shoham also from BGU described an experiment carried out at the Sde Boker Secondary School where they are trying to implement the same techniques described earlier by Naomi, but for the High School level.

3. Carol Goldfus from the Jerusalem University High School reported on an experiment carried out in the tenth grade of her secondary school. The aim of the experiment was to guide the students in developing more effective reading strategies by using text analysis and self evaluation. Exercises aiming to help develop reader's awareness and allow at the same time the teacher's close observation, were particularly designed.

(f) *Activities for International Communication* was chaired by Esther Lucas from the Herzlia High School and the workshop leaders were Esther Lucas, Gila Gevint and Dvora Luz.

Dvora and Gila explained the rationale behind international understanding activities in the EFL classroom, and described a number of projects carried out recently, mainly by the Municipal High School, Herzliya. The activities included exchanges of correspondence, tapes and albums, the latter depicting life in Israel, all of which culminated in student exchanges with a number of different countries.

All projects were carried out as part of EFL learning and a variety of quite normal situations were created for the use of the English language. As a result of discussion in the workshop, several teachers agreed to try out projects which would entail corresponding with schools abroad.

Joining the Association

Teachers wishing to join the ENGLISH TEACHERS' ASSOCIATION OF ISRAEL (E.T.A.I.) should write to the National Secretary, Mr. Ephraim Weintraub, 304/16, Mevo Hapartizanim, Giva Tsorfatit, Jerusalem

TEACHING MATERIALS FOR THE INITIAL STAGES OF THE READING PROGRAMME — GRADES FOUR AND FIVE

by *Elite Olshtain*

The teacher who needs to choose a text for the teaching of the initial stages of the reading skill — the mechanics of reading — is faced today with a variety of locally produced textbooks and has to carefully evaluate the goals, the underlying principles and the method of presentation in each text, in order to make his/her decision. The present list and descriptions are intended to help the teacher in doing so and in gaining a general picture of what is available on the market today.

ESH 2 — Pre-reader Text, Workbook and Teacher's Handbook, was published in 1970 in order to provide Grade 5 students (the first year of English) with a complete reading programme for the first year of English as a foreign language. The lessons in the book are sequenced so as to present the basic sound-spelling correspondences in a way which would ensure gradual build-up of the reading skill, reaching mastery of the mechanics towards the end of the first year. Each lesson is centered around a number of meaningful key words and considerable practice with the particular sound-spelling correspondences presented in that lesson.

Based on the experience of ten years in the Israeli classroom it is now possible to claim that the ESH 2 Pre-Reader approach has changed the teaching of the mechanics of reading in this country and has greatly facilitated the Hebrew speaker's acquisition of this skill. Teachers teaching the reading skill have gained very useful experience and begun to develop their own techniques, games, ideas and materials for the teaching of the mechanics of reading. With the introduction of English in Grade 4 (in some schools) the need arose to distinguish between reading materials for Grade 4 and Grade 5. As a result a number of new reading materials have come out in recent years.

During the last few years a number of different textbooks intended for Grade 4 and written by teachers working with this level have been approved by the Ministry and are now available on the market. All these texts seem to have used the ESH 2 Pre-Reader as a point of departure in terms of the theoretical and didactic approach and have added and changed elements based on their classroom experience.

1. *Nili Almagor*, "English Pages for Beginners"
   For Grade 4. Published by Achiever — Jerusalem. Format is rather plain, there are no colours and the graphics are not particularly attractive.
   The book begins with pages of pictures for oral work and then pages for reading — emphasis on sound/spelling patterns.
   The Teacher's handbook contains very detailed methodological guidance for working with Grade 4.

2. *Lillian B. Englander*, "Let's Read and Write: an ABC Workbook"
   Intended as a "Primer" or preparation for a textbook like ESH 2.
   Published by University Publishing Projects.
   Pleasant format, clear organization of pages, easy to work with, two colours, nice graphics, good writing activities.
   The book is intended for Grade 4 as a preparation for the Pre-Reader and the Television readers for Grade 5. The didactic approach: The presentation starts phonically and emphasizes letter discrimination and letter recognition, training eye movement and writing from left to right, leading up to word discrimination. The steps are planned so as to allow the learner a feeling of "instant success" in reading (tasks not too difficult). Leads up to reading in context.
   Aids: Cards for group work, vowel charts, Teacher's Handbook.

3. *Ada Fuchs*, "I Can Read English"
   The first book — for Grade 4.
   The second book — for Grade 5.
   Published privately by the author.
   The first book is not very attractive in appearance, although it has two colours: black, red in various saturations. The red is used to emphasize vowel letters, key words, etc. The second book has a nice design and is pleasant looking. There is a Teacher's Handbook available.
   The author states that there must be oral preparation for reading. Reading therefore comes as a reinforcement of the words and structures learned orally.

Singing is an important element in the method suggested for teaching. The key words can be used for various games and preparation activities before the book is used. The pupils learn to read according to patterns and sounds and only later learn the names of the letters.

Aids: Cards, pictures.

4. *Lucy Marnin and Anna Sotto,* "My First Book"
   Published by KARNI.
   Very nice format, two colours, good graphics (quite sophisticated and appealing).
   First book: Grade 4
   Second book: Grade 5 (in preparation)
   The Authors state that the emphasis is on oral work as preparation. Reading must be meaningful. The global and neo-phonic approaches are combined. There are many activity pages where students fill in letters, vowels, words, etc. with pictures to ensure meaning. This leads up to sentence parts and whole sentences.
   The book includes brief stories and songs.
   The Teacher's Handbook is particularly attractive.

5. *Shoshana Postol,* "We Live on Telem Street"
   Part I — Grade 4 (available on market)
   Part II — Grade 5 (in the press)
   Published by University Publishing Projects.
   The book has a pleasant format, two colours, attractive graphics, very gradual and well-thought out steps to develop the learner's mechanical skill of letter discrimination and word recognition.
   The author states that the emphasis is on phonics and meaning simultaneously. New words are taught orally first and then introduced in written form. The content is based on the presentation of situations and characters involved in different events.
   Aids: ABC chart and letter cards, posters, flashcards, a game with pictures and letters on the back.
   The teaching of reading is carried out by combining the phonic with the global approaches.

6. *Zafra Tatcher,* "I Like English"
   Published by Yovel, Haifa.
   The book has a very unpretentious yet quite pleasant format. It looks as if the teacher prepared a nice booklet for her class. Has two colours, black and green. Nice graphics.

The author states that the book is intended for Grade 4 and has been tried out with "socially-disadvantaged" children.

It starts with letters and their names and recognition activities — the words used for this purpose are all "cognates", e.g. Hh — helicopter ; Rr — radio, etc. The topics presented are suitable for Grade 4: The Classroom, My Family, Meals, Rosh Hashana, The Farmer, Clocks, The Tree House, etc. The book presents the material in families of words and in patterns. The teacher develops various drilling techniques in order to reinforce the reading pattern. There is an accumulative development.

Has a Teacher's Handbook.

(*Editor's note*: See "Information for English Teachers" in this issue for references to the new textbooks.)

LETTERS TO THE EDITOR

SECRETARIAL TREND

Sir,

Teachers in the Secretarial Trend all feel that the textbooks available here, whether imported or local, are inadequate or unsuitable for the curriculum and level of learning in the GEMER classes. We have therefore produced a series of booklets based on material we had already been using in the form of stencils and handouts in class, in addition to new material; and we hope that these booklets will meet the needs of the wide range of Secretarial Trend classes in Israel. Each booklet will be sold as a separate unit and will cover a different subject: Office Routine, The Receptionist, Directions, Office Supplies, Letter-Writing, Handling Mail, Filing, Telephones, Travel Arrangements, and Looking for a Job. Each booklet will be both a textbook and a workbook. We have chosen the format of booklets for several reasons, including cutting the cost by eliminating binding and also enabling the teachers to plan teaching the units according to the level of their classes. The full course can be spread out over Grades 10-12.

The aim of the booklets is to prepare pupils for the Internal Examination done by pupils doing the TWO-POINT final examination. The material contains reading passages, dialogues, guided writing exercises, role-playing activities, listening comprehension practice, pair-work, word puzzles and games. We would also like to express our appreciation for the help and guidance given us by Mrs. Hazel Camron, English Inspector.

Nava Horovitz and *Talia Glass*, Telem School, Givatayim

(*Editor's note*: See notice in "Information for English Teachers" in this issue.)

A LETTER FROM INDIA

Sir,

This letter is to express our gratitude for your kind gesture of sending us your JOURNAL regularly at our request for the past three years. Thanks to its regular arrival all students at the Vidyapith Teachers College in India who are training to be teachers of English know a great deal about the teaching of the English language in Israel. They are all well-informed about the progressive techniques used for in-service training of teachers and about teaching English to diverse groups — as reported through your esteemed journal. Our students are also interested in the newspapers published for pupils learning English in Israel and plan to do something equally good for their students.

Dr. Virinder K. Sabharwal, Rajasthan, India

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USING NEWSPAPERS FOR GROUPING IN A HETEROGENEOUS CLASS

Sir,

When teaching in Grade 8 in heterogeneous classes numbering about forty pupils, the teacher is at times faced with the necessity of setting up homogeneous groups according to the pupils' level of achievement, and in particular for the weak learners to encourage them to persevere in their efforts to fit into the regular study program of English in the class. To achieve this goal, the teacher may find it useful to divide the pupils into three different levels by means of the newspapers ABC TIMES, JUST FOR YOU, and GOOD TIMES, initially intended for different Grades. Judging from my experience, I have found that all pupils, whether "able" or "less-able", are well disposed to this division into homogeneous groups, especially as this means that these weaker pupils come out with the feeling that they are an integral part of the English studies in the class.

Since the pupils are issued with different papers, the studies are conducted in groups. The class is divided into six groups, every two groups studying on the same level based on the same newspaper. The class studies the papers once a month in three consecutive study lessons, of which the first two are given over to the groups and the third to a general debate by the whole class on the material already dealt with in the separate groups.

In order to prepare worksheets for every group, I selected three or four articles appearing in these newspapers. As they are published by the same publisher, all three newspapers contain articles dealing with the same subjects on different levels. Thus it is possible to bring the whole class into the joint debate, summing up the work accomplished by the separate groups, including the weaker pupils who are thereby enabled also to contribute their share to the general debate. I would also recommend using the Teacher's Guide which comes with the newspapers.

Aliza Granit, Bialik School, Holon

TEACHING SPELLING

Sir,

To some pupils, English spelling seems so complicated, yet I find the book TELL ME HOW TO SPELL very useful in showing these pupils that there are definite patterns in English spelling. While my particular experience has been with native English speakers, the book is equally applicable for teaching the basics of spelling to Hebrew speakers, or for helping pupils with special problems. I

teach a spelling pattern if a word is misspelt or misread and not necessarily in the order presented in the book. The teaching of a new rule can then be linked with something that has cropped up during a lesson. Spelling thus becomes integrated into every lesson and the book is used for reference. Pupils enjoy inventing sentences from words with similar spelling patterns (e.g. Three green bees are asleep.) and many like to illustrate them. Pupils have told me that once they have become aware of sound patterns in words, they feel confident about tackling more complicated spelling and reading.

Lilian Aronson, Jerusalem, Yaffe Nof School

(*Editor's note*: This book by Miriam Herman and Phyllis Sacks and distributed by Lonnie Kahn was referred to in "Information for English Teachers" in the ENGLISH TEACHERS' JOURNAL, No. 24.)

TEACHING IN KIRIAT GAT

Sir,

I was very impressed by the last issue of the ENGLISH TEACHERS' JOURNAL, which is full of interesting material for all levels. I especially enjoyed reading the letter by Haya Markovits "Teaching Socially-Disadvantaged Pupils in Sderot," with whom I agree from many points of view, since I have been teaching for thirteen years in the same kind of school (the Religious Secondary School in Kiriat Gat). On the subject of "self-actualization" which the pupil reaches only after the "hierarchy of needs" is satisfied (see Haya Markovits's letter), I would like to stress the important role of the school and especially of the English teacher. Even if the child gets everything he needs — food, shelter and friends — and his parents have reached a certain status in society (due sometimes to money easily earned), he is not always brought up in an atmosphere of real culture, manners, appreciation of spiritual values, and the quality of life. The English teacher not only teaches English: he or she also teaches manners and encourages the pupil who misses all these things to respect the real values of our society and to try to become better pupils.

Many of the graduates of our school have studied at the universities or teachers' colleges; many of them have become teachers, doctors, lawyers, engineers and secretaries, and some of them have come back to teach in our school, including one of our Principals.

Lora Ilie, Kiriat Gat

LITERATURE AND EXTERNAL EXAMINEES

Sir,

I teach External students at the MISHLAV school and find that many teachers in other schools rather look down on what they call "examination factories" (i.e. schools for External students), but since when is forcing schoolchildren to learn a subject which often leaves them cold — especially when they see the amount of work entailed — better morally, spiritually or professionally than teaching adults, who come humbled by failure, desperate to learn, and grateful for every effort made on their behalf?

What is the purpose of the Matriculation examination? It is a standard by which we ascertain whether a pupil has achieved proficiency in English language — not in literary analysis! Because of the demands of the examination, External students spend 30-40% of the time of their studies (about 4½ months) bogged down in literature instead of getting ahead in language, which is what they need. The vocabulary they acquire in the literature is irrelevant and instead of enjoying it they are frustrated. Once the pupil gets his Matriculation, what part of English is of value? Literature values? Scanning? Certainly not.

In fine, you have fallen into a very common error — you have jumbled up ends and means. Our end is to learn the language: one of the means may be literature, provided you have the time and leisure. A good school that has achieved a reasonable standard of language proficiency will in any case offer a wide program of literature without being told. But why force it down the throats of adults to whom in many cases the Matriculation is a matter of life and death? You have decreased the time the teacher can give to what is, when all is said and done, our final aim. The level will fall and nothing good will have been achieved.

Do you *need* the literature to ascertain the pupils' knowledge? Of course not. So what is the point? Just a feeling that it won't hurt the students to know some literature? No doubt this is true, but External schools are not the time or the place.

David Firon

KINESTHETIC TECHNIQUES

Sir,

I would like to add a postscript to my letter which appeared in issue number 22, wherein I described various classroom uses of the children's names to enhance English learning.

Very often among less-able learners, I have found pupils who cannot remember the English transliteration of their names. They omit letters, invert others, and the spelling actually changes from week to week.

I have had some success in solving this problem with an adaptation of the kinesthetic methods of Grace Fernauld, an American specialist. A bristol card is given to the pupil with his name (either first or last) written by me in manuscript letters at least five centimeters in height. The name is written with a broad-stubbed "touche" marking pen.

Then, the pupil is guided to trace each letter with the index finger of the right hand, assuming the pupil is right handed. This should be done "enough times" to "know" all the letters, and the pupil can decide this. He then turns over the rectangular-shaped card and attempts to write the name across the narrower dimension without looking at the other side. The result is checked. If there is a problem, the pupil is asked to retrace the letters with the index finger several more times. *He pronounces the sound of the letters as he traces.* The card is then turned over and the end is folded back so that the first attempt at writing cannot be seen. A second attempt is made.

It seems there is better retention of the correct spelling when the name is learned with the kinesthetic technique, rather than with other methods such as repetitive writing.

Mattityahu Birnberg, Zichron Yaacov

ENGLISH TEACHING IN ARAB SCHOOLS

מלמדים אנגלית בבתי ספר ערבים בכיתה ה' חובה (מקצוע בחירה בכיתה ד', כמו בבתי הספר היהודיים) ליד העברית וכמובן גם ערבית, חלו שיפורים רבים בהוראת השפה בעשר השנים האחרונות, במיוחד בתחום הכשרת מורים והשתלמותם. תיאור הקורסים השונים בסמינרים, במכללות ובאוניברסיטאות.

THE BAGRUT ORAL TEST

קשיים בהערכה מהימנה של ההבעה בעל־פה בבחינות הבגרות. במקום ה"ראיון" כבחינה והן ה"בחינה הקבוצתית" הצעת פשרה בין השתיים — שני בוחנים (וגם המורה) ווזג נבחנים.

COMPOSITION APPROACHES AND EVALUATION

מוצע לא להפריד יתר־על־המידה בין שיעורים במיומנויות הקריאה והכתיבה לבין מיומנויות ההבעה בעל־פה והבנת הנשמע. על השיעורים בכתיבה לתוך את המיומנויות האחרות ולתרגל דיקדוק ואוצר המילים. יש ללמד כתיבה באופן מדורג ולא לתת לתלמידים לכתוב חיבורים "מקוריים". הצעות להוראה שיטתית של הכתיבה — תרגילים, חיבור מודרך, והשלמת משפטים.

SETTING UP A RESOURCE CENTRE

הקמת "מרכז משאבים" לאנגלית בבית ספר חיכון קלעי, גבעתיים. המרכז משמש מקום לעבודה עצמית של התלמידים אשר עובדים לפי כרטיסי עבודה בהבנת הנקרא, תרגילי לשון, הבנת הנשמע והבעה בכתב. במרכז גם ספרים, מילונים ועתונים. התלמידים חותמים על "חוזה למידה" לביצוע מטלות שונות.

STARTING A HIGH SCHOOL DEPARTMENT

הקמת "חדר (מחלקה) לאנגלית" בבית ספר אורט אשקלון, מקום שבו יתפקדו התלמידים באנגלית באוויר בלתי פורמלית. בחדר ציוד רב, כולל ציוד אודיו־קולי, וספרית השאלה. "שידורי אנגלית" הוכנו והוקראו על ידי התלמידים ושודרו לכל בית הספר. מכינים עתה כתב־עת באנגלית.

SYLLABUS FOR NATIVE ENGLISH SPEAKERS

ת"ל מיועדת לדוברי אנגלית בכיתות י—י"ב. לתכנית שני חלקים: ספרות ויומנה לשונית, התכנית מפתחת מיומנויות הכתיבה באמצעות חיבורים, דו"חות על ספרים שקראו, שימוש במילונים ובספרי דיקדוק, פיתוח מיומנויות הדיבור הפורמלי, ופרויקטים שונים על נושאים כמו אמצעי התיקשורת, הדעות הקדומות, השואה וכו'. התכנית בספרות כוללת יצירות בעניני בקורת חברתית, המבנה הפוליטי, הטכנולוגיה, היחס למלחמה, שייקספיר, והגיבור בספרות.

ANOTHER WAY TO LITERATURE

דרכים להוראת הספרות שבתכנית לבגרות באמצעות עבודה בקבוצות, שבה רוב הלימוד הוא לימוד עצמי. דוגמאות של דפי עבודה.

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FOSTERING GOOD HANDWRITING

מזניחים את כתב היד בבתי הספר. תיאור "התחרות כתב היד" שהתקיימה באשדוד ובאשקלון, לכיתות ד'—ז'. היתה ירידה בטיב כתב היד מכיתות ד'—ה' לכיתות ו'—ז' במקרים רבים. ברור היה שהמורים לא לימדו נכון כללי כתב היד. בגמר התחרות התקיימו "טקסים" בהם חולקו תעודות לזוכים.

TELEVISION AND REHABILITATIVE TEACHING

התאמת משדרי הטלויזיה למטרת "שיקום" תלמידים טעוני טיפוח. ביקורת על הנהוג בטלויזיה הלימודית להנהיג מהדורה "אלטרנטיבית" לתלמידים אלה שהיא רק צימצום חומר הלימוד והפחתת מספר המשדרים. הצעות לשימוש בוידאו ויותר חופש פעולה למורה: אין המשכיות דקדוקית כמו במשדרים הרגילים ובמקומה טיפוח אוצר המילים, יכולת קוגניטיבית ודרכי התנהגות.

TESTS AND MEASURING DEVICES

בחינות הישגים כאמצעי מדידה. על המורה לבדוק האם הבחינה שהוא עומד להעביר מעשית, תקפה ומהימנה.

NEWS FROM THE INSTRUCTIONAL TELEVISION CENTRE

חדשות מהטלויזיה הלימודית, בענין התכנית (מולטי־מדיה) לכיתה י' אשר דוגלת בשיטה קומוניקטיבית ומורכבת ממשדרי טלויזיה, קאסטות, דפי עבודה לתלמיד, מדריך למורים, ומקראה. שתי חוברות מתוך התוכנית תהיינה מוכנות לקראת שנת הלימודים תשמ"ב. לכיתה ט', מוצעות עבודה בקבוצות כדרך לרענן את התכנית לכיתה זו. חומר לימוד ומדריך למוריה יוצאו לאור לקראת שנת הלימודים תשמ"ב.

NEWS FROM THE ENGLISH TEACHERS' ASSOCIATION

בחנוכה תשמ"א התקיימה הועידה השנתית השניה של האגודה למורים לאנגלית בישראל. הרצאות מפתח ניתנו על ידי פרופ' ספולסקי מאוניברסיטת בר אילן, ד"ר פ' הרגרינס מהמועצה הבריטית, מר רפאל גפן ממשרד החינוך, ד"ר עלית אולשטיין מאוניברסיטת תל־אביב. קבוצות דיון הוקדשו לששה נושאים: הוראת אנגלית לטעוני טיפוח, הוראה משקמת בבית הספר התיכון, הוראת האנגלית בכיתות ד', הוראת אנגלית לדוברי אנגלית, הבנת הנקרא באנגלית כשפה זרה, פעילויות המוליכות לתקשורת בינלאומית.

TEACHING MATERIALS FOR INITIAL READING

סקר ספרי לימוד חדשים להקנית מיומנויות הקריאה לכיתות ד' ו־ה'.

LETTERS TO THE EDITOR

מכתבים למערכת בנושאים: ספר לימוד חדש למגמת המזכירות, מכתב מהודו, שימוש בעיתונים בהקבצה פנימית בכיתה הטרוגנית, הוראת הכתיב, הוראת אנגלית בקרית גת, ספרות והגבהן האקסטרני, שיטות קינאסטיות.

תמצית המאמרים בגליון זה:

INFORMATION FOR ENGLISH TEACHERS

מידע למורים על: המתכונת החדשה לבחינות הבגרות, תכנית לימודים חדשה בספרות, סקר תלמידי מסמ"ר ומסמ"ם, מדריך לבחינות גמר, אנגלית וערבית בכיתה ד', עתונים ללימוד אנגלית, ספרי לימוד חדשים, השתלמות למורים באמצעות האוניברסיטה הפתוחה, איסור על הוראת אנגלית בכיתות א'—ג'.

TEACHING GRAMMAR AS MEANINGFUL COMMUNICATION

יש ללמד את הדיקדוק בתוך המסגרת של "תיקשורת משמעותית", קשר ישירות לשאר פעולות הלימוד (קריאה, דיבור, כתיבה, לימוד אוצר מלים) ולא כ"מקצוע" נפרד. פרקים על: למידה אינדוקטיבית ודידוקטיבית, מקומו של התירגום, דיקדוק פדגוגי ודיקדוק מדעי, שלבים בהקנית הדיקדוק (הצגת המבנה, תירגול, יישום).

TEACHING ENVIRONMENTAL AWARENESS

מאמר מאת גב' אורה הרצוג, יו"ר המועצה לארץ ישראל יפה. תיאור עבודתה של המועצה בבתי הספר. פרטים על פרויקט חדש בכיתות ז' וי' בשילוב לימוד האנגלית ו"תודעת הסביבה".

JEWISH TRADITIONS IN THE ENGLISH LESSONS

שילוב החגים בלימודי האנגלית, פעולות סדנא של מורות לאנגלית בגבעתיים בחיבור חומר לימוד מתאים באנגלית בנושאים הקשורים לחגים. החומר מתאים לכיתות ה'—ט'.

JEWISH HOLIDAYS AND THE ENGLISH LESSON

החגים כדוגמא של אנגלית קומוניקטיבית וממצבית. על המורה לאנגלית להשתתף בכל חג וחגיגה בבית הספר ולמצא דרכים בהן המקצוע אנגלית יתרום להם. הצעות מעשיות.

משרד החינוך והתרבות
המזכירות הפדגוגית – הפיקוח על הוראת האנגלית

עלון למורים לאנגלית

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